The Education Quarterly

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THE EDUCATION QUARTERLY

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IN THIS ISSUE

LIQUIDATION OF ILLITERACY, especially in a country like ours, is a long and painful process and our Social Education programmes are a means towards that end—although they are not limited to that end only. Even if we compel by 1966 our children of the age group 6 to 11 to go to school, the problem of adult illiteracy would still be there for us to tackle. We, have, therefore, to be clear about what is involved in Social Education, the methods and technique to be employed in making our adult population literate; where audio-visual aids come in; their production and final use. Some understanding of these is made possible by the contributors to this issue of our journal. Ranging widely over varied ground, they give us with ease and familiarity, a peep into the magnitude of the task and suggest ways of setting about it. In a forthright contribution, Sohan Singh makes a plea for a unified direction of effort, in the implementation of our Social Education programmes. Dewan Chand Sharma tells us how our Social Education programmes are at present organized and suggests that if we are to advance rapidly towards the goal of the Welfare State, our citizens should be caught young and taught the value of national reconstruction. Bimla Bhatnagar on "Social Education for Women", Harbans Singh on "Documentary in Social Education", S. Roy on "Place of Library in a Modern School", and R. H. Lesser on "School as a Member of the Community", all in their different ways go to the root of the matter. There is, besides, Andre Lestage's "The Use of Audio-Visual Aids in Education", adapted from an article in "Unesco Chronicle"

As one of the contributors has said, the soul of Social Education is in Adult Education. And Adult Education boils down, more or less, to education of the ordinary men and women in the mass. Here, we are up against the counterparts of the "common man" in England who was taken to see the historical figures displayed in a waxworks. Nudged by his wife to "larn" something out of it all, he exclaimed "History is all well for Kings and such but what do we ever get out of it ? Old Henry VI had eight wives; how many have I got ?"

From which, it should be clear that the trappings and modes of formal instruction are just *not* his cup of tea. With this in mind, M. Mujeeb has given a clear outline of the manner in which reading materials should be prepared for our adult population. The ordinary man may not be interested in "grammre, nonsense and learning" but he is certainly interested in life and in matters concerning life. If, therefore, he is to be enlightened, the instruction should stem from the facts of life around him. Was it not Plato who said that "the noblest of all study is what a man should be and how he should live"? Looked at in this light, literature, history and the like become subjects of practical significance. Putting them across to the ordinary adult should follow a pattern all its own. As the writers in this issue have shown it, audio-visual aids come in very handy in Social Education ("seeing is believing"). But, how far would their efficacy actually deliver the goods would depend upon, in the final analysis, the degree of their subordination to the key-factor in any educational situation—the teacher. Given the necessary imagination and the grasp of the Social Education setting, it is the teacher who could imbue, no doubt with all these aids, the mass of the people with the imperatives which education in general seeks to impart. It would be ideal if economic resources were not so scanty, reading materials so limited and residential Adult Education as obtaining in Scandanavia non-existent. But one need not despair so long as there are organisers with a will to go ahead and teachers who could communicate the joy of knowledge. The way to Social Education would have, then, been paved and beams of light, however, dim and faint, would flash across the lives of men and, by degrees, usher in the break of dawn in their benighted world.

—EDITOR

ORGANISATION AND ADMINISTRATION OF SOCIAL EDUCATION

SOCIAL EDUCATION IN INDIA has a colossal task to perform. For that an organisation has been set up in the country. We have to see whether the organisation is adequate for the task or not.

The adequacy of an organisation is measurable only against the task it has to do. A good indication of it is the job chart of the basic worker in the field, who in our field is the Social Education Organiser. In the "Syllabus for the Job-Training of Social Education Organisers (Men)" the job chart for Social Education Organisers comprises community organisation, literacy work, education in citizenship, organisation of libraries, radio groups, and recreational and cultural activities. In order to comprehend the size of the task, we may pick out of these only two items for quantification, *viz.* literacy and community organisation. The responsibility of Social Education is only for adult literacy, where nearly 25 crores of adults have to be made literate. In so far as community organisation is concerned, the idea is to have one youth organisation and one women's organisation in each village, that is to say, nearly 11 lakhs organisations in the rural areas alone.

What are the resources available to the Social Education organisation to do this work? Confining ourselves to the statistics of community development blocks, we had in 1959 about 40,000 literacy teachers, 3,918 Social Education organisers, of whom 1,441 were women and about two crores of rupees for Social Education work in these areas. It does not need any elaborate argument to show that there is little commensurability between the task and the resources.

Before examining the Social Education organisation in some detail, it should be mentioned here that, except, for a few cities, organised Social Education work is confined only to rural areas, *i.e.* to about 75% of our population—that too in theory because the community development organisation in which the Social Education structure is embedded does not as yet reach the entire rural areas in the country. The best example of organised Social Education work is in the city of Bombay and that is about all. There is no doubt that a part of literacy work is being done in the cities, but that is because there is a greater felt need for literacy in the cities and not because there is an organisation to meet the felt need. In our present study, therefore, we will almost forget the cities.

The Social Education organisation functions at five levels—the village (or panchayat), the Block, the district, the State and the all-India levels. We shall examine it at each of these levels.

The Village Level

The community development organisation of which the social education organisation is an integral part, covered in 1959 (September) a population of 18 crores in 3·6 lakhs villages. The most important forms of social education organisation at the lowest, the field, level are literacy classes, community centres, libraries and youth and women's associations. Between them, the 3·6 lakhs villages had about 29,000 literacy classes, 1,09,000 community centres, 63,200 libraries, 1,26,500 youth clubs with 14,71,000 members and 30,400 women's *samitis* with 4,95,000 members.

It will thus be seen that there is a vast distance between the requirements and actualities of social education set-up in the villages. The distance expands in magnitude as we examine the working of each of the four types of organisations we have selected.

Take for example, the literacy classes. According to the Sixth Evaluation Report the contribution to literacy made by the adult literacy centres would be 3% of the total population in the blocks (page 83). Of these, only 57% received any lasting

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benefit (p. 86). The figure, it should be remembered, is a little too generous to bear the test of evidence. For, literacy is a skill which can be kept alive only by constant exercise. And as the Report itself says "about 10% of the respondents in the blocks reported using the library and an equal percentage reported that they had been reading newspapers during the last six months" (p. 85-86). So that the lasting benefit from literacy classes is actually derived only by 0·3% of the population of the blocks. And if we remember that the literacy effort in the blocks is greater than that in the non-block areas and that the population is growing at a disconcerting rate, we should hardly be surprised if we learn that the size of the illiterate population in India is swelling like a bacterial culture in a favourable medium.

We will now take community centres. Apart from the fact that not even a third of the villages covered by the development blocks have community centres, the activities in these centres are none too exciting. Concerning these centres, the Sixth Evaluation Report says as follows: "The average attendance is poor in all programmes including those like the cultural and the radio programmes at which everybody can participate. The libraries and the reading rooms can obviously attract only the literate sections of the village population. But the attendance at these institutions considered in relation to the literate persons only in the village is also very small. The same is true of group discussion and meetings." (p. 89).

We need not be surprised at an even more depressing story of libraries. It is, however, worth dwelling a little while on the youth and women's associations, because of the importance which Social Education attaches to organisations of the people. Anyone who has seen the working of these organisations will bear out that there is very little of educational content in their activities. And after all, as the statistics show, they hardly meet three to five times a year on an average.

The working of the Social Education organisation at the village level would mainly depend on the available workers at that level, their training and the guidance available for them. The primary school teacher is mostly responsible for running the literacy classes. Honourable exceptions apart, it is notorious that the primary school teacher seldom puts his best in this work. For one thing, he has little training for the work, he has even less guidance, and least of all has he any but the meagrest interest in the work. For, whatever we may say on the importance of the trinity of the school, the co-operative and the *panchayat* in the community development work, the school teacher has stood apart from its main current.

The libraries at the village level are also supposed to be the responsibility of the village. And that is the reason why no more need be said of them here.

The community centres and the associations of youth and women derive their personnel from the villages interested in their programmes. On the basis of available studies, it is clear that the circle is confined to high caste people who may be wholly or partially literate. There is perhaps some sort of intermittent guidance available to them from the Social Education Organiser. There are no training facilities for them. Though the Ministry of Community Development and Co-operation organises thousands of training camps for "Gram Sahayaks"—11 lakhs of "Gram Sahayaks" were trained in 21,000 of these camps in 1958-59—social education work is not the favoured subject in these camps.

The Block Level

We now come to the second, the Block level organisation. The pivot of this organisation is the pair of Social Education Organisers in a block. In the 2,708 blocks out of nearly 3,000 which reported in early 1959, there were 3,918 Social Education Organisers, including 1,441 lady S.E.Os. We have already mentioned the main features of the job chart of a Social Education Organiser.

The work of a Social Education Organiser will depend on his educational calibre, his training, the set-up in which he works

and the clarity of his role in it, his load of work and the material means available to him to carry on his work.

With regard to his educational standards, it is expected that he will be a graduate. However, this qualification is not always respected. Especially in the case of women, no effort is made to stick to this qualification which has so often by so many deliberative bodies been named as essential qualification. It will easily be seen that less than a graduate will hardly be able to do justice to his job chart.

A Social Education Organiser, after his appointment, is brought, firstly, for a short course in an orientation Training Centre and later to one of the 13 Social Education Organisers' Training Centres for a training period of five months. The training comprises lectures in the practical work at the centre and concurrent field work. The theoretical work is divided into 10 groups as follows:-

No. 1	Rural Communities and their characteristics—The Indian Rural community	40 hours
No. 2	Dynamics of Human Behaviour	40 hours
No. 3	Method of Working with people	40 hours
No. 4	The *Panchayat*, the School and the cooperative as basic institutions of the community and the role of the voluntary organisations	20 hours
No. 5	Leadership Training	25 hours
No. 6	Youth Welfare	25 hours
No. 7	Social Education—The New Concept	100 hours (Nos. 7–9)
No. 8	Methods and materials of Social Education..	
No. 9	Programme of Social Education	
No. 10	Administration of Social Education Programme	20 hours
	TOTAL	310 hours

The lady S.E.O.'s syllabus is slanted in the direction of work with women and children.

After the training, the S.E.O. comes back to his block, where he works as a member of a team of about 10 specialists, with the Block Development Officer as the head of the team. The S.E.O. has, therefore, to work out team programmes as well as his own programmes. An essential condition of the success of the S.E.O.'s work is the understanding which the Block Development Officer has of his work. The Block Development Officer is almost invariably derived from a department other than education and therefore his understanding of the educational role of the S.E.O. is submerged in his anxiety to put him to work where he will be of "real" use—"real use" being measured according to his own foot-rule. Recently, as we shall see, the whole work of the S.E.O. has been confused, assailed, reviled and vitiated by the unfortunate controversy at the upper levels regarding his role. Today he is the problem man in the block development team.

The sixth Evaluation Report has the following to say on the load of S.E.O.'s work: "According to scheme, two S.E.O.s are expected to look after a whole block, with an average of 299 square miles, and containing 115 villages and 77 thousand persons. This, of course, is a requirement which it is humanly impossible to fulfil" (p. 77). Some other handicaps in his work mentioned by the Report are the unequal division of work between the man and the woman S.E.O. and his too frequent transfers.

Of the approximately 3,000 blocks, as in early 1959, nearly 2,000 were Stage I

blocks and about a thousand Stage II blocks. The five-yearly provision for social education in the two stages are Rs. 70,000 and Rs. 50,000 respectively. Out of this, some amount has been reserved for women's and children's programmes and the rest is divided between literacy, libraries, youth clubs, etc. A conspicuous hiatus in this allocation is a provision for training teachers for literacy work and youth and other leaders for various social education activities at the village level.

The Social Education Organisers are not too well served with literature and teaching aids. As we shall see, publication of literature—for workers in the field of social education as well as literature for neo-literates—is a weak part of the State Governments' social education programmes. As a result, the S.E.O. in his turn cannot properly feed the villages in his locality with the wall news sheets and easy-to-read literature, recognised as essential to a process of adult education.

At the block level, there is also a Block Development Committee or *Panchayat Samiti* as an advisory body. Each such Committee will have a sub-committee for Social Education.

The position of the S.E.O. in the development team is such that unless he has firm links with the Education Department he is likely to be swamped by overwhelming non-educational demands on his time and talent. Unfortunately, even so obvious a requirement has now become a subject of dispute and today we find him being fitted in various patterns of administration with his links, may be, to a *Panchayat* Department or a Social Welfare Department or a Development Department.

However, the accepted pattern, or let us say, the pattern recommended by the Ministry of Education and endorsed and backed by the Development Commissioners' Conference is that the S.E.O. should have his home in the Education Department through the District Social Education Officer.

And that is the third level of the social education organisation.

The District Level

The District Social Education Officer, in consultation with the Block Development Officers, is responsible for drawing up the annual programme of work of the S.E.O.s in his district and of guiding the S.E.O.s in the technical aspects of their work. To help him to perform his duties competently, the National Fundamental Education Centre has instituted a five-months course for the District Social Education Officer.

It was intended at the beginning of the Second Five-Year Plan that by the end of it all the 320 and odd districts in India will have their District Social Education Officers. However, so far only 99 D.S.E.O.s have been appointed, some of whom have been trained at the National Fundamental Education Centre.

As in the case of S.E.O.s so also the D.S.E.O.s are not well served with literature and teaching aids. For example, every D.S.E.O. should have a mobile cine-van to help the S.E.O.s in their work by reinforcing it with the necessary visual aids, which would be prepared by local artists.

Another very important organisation at the District level of significance to social education work is the district libraries. At present, nearly 131 districts in India have their district libraries. The working of these libraries, of course. leaves much (if not everything) to be desired. A district library, it may be mentioned, is expected to extend its services through the block libraries, to the village or the *panchayat* level.

The District Development Committees (or the *Zilla Parishads*) will bring the non-official view in the work of the District Development Officers, including the D.S.E.O. and the District Librarian. Their development, however, is yet in an embryonic stage, at least so far as social education work is concerned.

State Level—the Weakest Link

The most important level and withal the weakest link in the chain of social education organisation in the country is the fourth,

the State, level. Ideally, its functions should be :

(a) to provide the strongest unit of administration and advisory personnel of social education in the State.

(b) to provide an adequate library service in the State.

(c) to have an adequate programme of training different types of social education workers in the State, and

(d) to provide supporting services such as literature and audio-visual aids.

As against this, the State Governments with one or two exceptions have not so for been able to discharge effectively their responsibilities in the entire field of social education. No doubt almost every State has an officer in charge of social education work in the State. But his chains have been his birthright, as it were. In the first place, more often than not, he is burdened by other work. But most of all, he is not provided with the finance and facilities for his work. He is not assisted by any specialists, he is not assisted by agencies for the production of literature and audio-visual aids for workers and beneficiaries of Social education, he is not required to organise any training programmes.

The library set-up in all but a few States leaves a lot to be desired. Though almost every State Government has a State Central Library, its functional value has not made itself sufficiently felt. The same applies to the skeleton public libraries in the many States that have them.

This state of affairs may be attributed to lack of finance. Heaven knows how scanty are the funds, but it is worthwhile to glance at the table that follows giving an idea of how the available and allotted finance, scanty as it is, has been utilised:

	Plan Provision	Expenditure during 1956-59	Proposed Expenditure for 1959-61	Total
	(in lakhs of rupees)			
Development of Libraries	243·68	97.65	100·79	198·44
Appointment of D.S.E.Os.	39·96	10·78	16·84	27·62
Production of Literature	25·46	3·57	4·29	7·86
Miscellaneous	99·72	13·00	17·97	30·97
TOTAL	408·82	125·00	139·89	264·89

The figures speak for themselves. On the basis of these figures and the pace of activity they suggest, it would not be far wrong to anticipate that out of the total provision of Rs. 4 crores in the Second Five-Year Plan, the State Government will have hardly utilized Rs. 2.1 crores. It is to be noted in this connection that no State has any active advisory body on social education.

The National Level

We now come to the fifth, the all-India, level of social education organisation. Its most distinguishing mark is its dyarchial structure, for the responsibility of social education work is divided between two Ministries at the Centre—the Ministry of Education and the Ministry of Community Development & Co-operation. The latter Ministry is directly responsible for

(a) Social education work in the community development blocks, and

(b) the administration of Social Education Organisers' Training Centres.

It is advised in this work by the annual conferences of Development Commissioners

and the annual conferences of Directors of Social Education Organisers' Training Centres.

The Ministry of Education is responsible for the rest of the Central activities in the field. Specifically, it is responsible for

(*a*) pilot projects in the field of social education and libraries;

(*b*) training the higher level personnel of social education and libraries,

(*c*) research,

(*d*) co-ordination of State Governments, social education programmes.

(*e*) production of literature for workers and the new reading public.

(*f*) training of personnel and production of aids in the fields of audio-visual education.

The Ministry of Education is advised in its social education work mainly by the Central Advisory Board of Education and *ad hoc* committees it may set up for any specific purpose within the field, *e.g.*, the committee set up to frame a model library legislation for guidance to State Governments.

There is no doubt that a large part of the work of the Ministry of Information & Broadcasting also is of vital social educational import, *e.g.* the radio broadcasts, production of documentaries and newsreels, distribution of community radio sets and production of literature. However, it is still valid to speak of a dyarchy rather than a triarchy, because the work of the Ministry of Information & Broadcasting does not affect Social education work in the field whereas the division of work between the Ministry of Education and the Ministry of Community Development & Cooperation does affect it vitally.

The two Ministries attempt to co-ordinate their Social education work by means of a joint committee. Very recently, the committee has been split up into two levels—Ministers' level and Officers' level. The functioning of the new two-tier arrangement has yet to be tested. The single joint committee device, however, broke down under the strain of differences between the two Ministries on the question of administration of Social education at the Centre and the allied question of the control of S.E.O.T. Centres. After a few attempts to clear the differences, the Ministry of Community Development & Cooperation shifted to a stand which imported a drastic recasting of the role of an S.E.O.

The net result of this was, the Ministry of Community Development & Cooperation were to keep S.E.Os. for their work, which is the organisation of community—*i.e.* village groups, such as youth and women's organisations, and the Ministry of Education were to manage their part of the work, namely, adult education. This bifurcation was far from wholesome and the differences that arose between the two Ministries as a consequence were not in the interest of the campaign for widespread Social Education. At one time efforts were made to resolve the differences by the Planning Commission and there was even the hint of a solution. But as it turned out, unfortunately, it proved to be a false dawn. The repercussions that followed on the Social Education structure in the country were, as can easily be imagined, very unfortunate. The position of the S.E.O.s in the Development Team became confused, undefined and invidious.

It is vital to the health of Social Education organisation in India that the differences within the top level of the organisation should be cleared. The differences can only be cleared by recognising that the soul of social education is adult education. There is no doubt that community organisation is a vital part of the concept of social education, but community organisation enters in the concept as a potent educational technique. In this connection, we cannot do better than quote from the "Report of a Community Development Evaluation Mission in India". Apropos the subject of the functions of S.E.O., the Mission says:

"To regard them (the S.E.O.s) primarily as 'organisers' is not using them to their full capacity and is also a difficult and potentially dangerous function to assign to anyone of their standing and education. To begin with, it is a waste of time and

personnel to 'organise village groups' without a very clear idea of what the groups are for; what activities they are likely, or are intended, to take up; and how such new groups coalesce with, differ from, or present challenges to, existing groups in the villages. Furthermore, the social education organizers have responsibility for, approximately, 100 villages in a block and cannot make extended stays in any one particular village to organise groups there.

"A skilled appraisal of the need for new groups in villages to carry out new developmental or social activities is far beyond the capacity of the majority of social education organisers. Their ineffective efforts at group activities are frustrating to themselves and do not earn the esteem and confidence of other block officials." (p. 55-56)

Stating the assumption behind the recommendation, the Mission conclude "that the real job of the social education organizer is adult education, using that concept in a wide and comprehensive sense. To this end—and everyone would agree that the proportion of adult education is vital to a new concept of people's participation—the differences of opinion at the State and Central levels about which department of the Government is responsible for adult education should be finally resolved, and the social education organizer should be charged with specific responsibilities in adult education in rural areas. The other technical officers on the block staff are also responsible for adult education in their own fields of agriculture, co-operation, rural industries, etc. but there is still an important and relatively untouched field for the social education organizer to work in." (p. 56).

Once the confusion at the centre is cleared and co-ordination takes the place of division of responsibilities tending to create exclusivism, it will be easy to clear the confusion at the State level. When that happens a new wave of life will spread in the organism of social education in the country. Then, even with its handicaps arising out of the soft-pedalling of the needs of adult education by planning authorities, it will achieve much more in the span of *one* plan than it has been able to do in *two*.

Readers may please note that the issues of THE EDUCATION QUARTERLY are now dated according to the seasons of the year instead of the months.

SOCIAL EDUCATION FOR NATIONAL RECONSTRUCTION

WHAT DOES NATIONAL RECONSTRUCTION MEAN in our country today? How can social education promote it? What kind of social education should we have in order that the goal of national reconstruction can be achieved speedily? How can we devise methods of social education which can bring about the desired results? All these intriguing questions have to be answered clearly before we consider the proposition suggested by the title of this article.

First of all, we should try to understand what National Reconstruction in Free India means, the blueprints of which are given in our Five-Year Plans. Our country has already seen the completion of the First Five-Year Plan. The Second Five-Year Plan will be completed in 1961, after which our country will embark on the Third Five-Year Plan. This will not, however, be the end of it. We will require at least two more plans to get our country out of the state of being under-developed. This means that we will require five Five-Year Plans in order to remove the stigma of being under-developed from our country. It is a gigantic task as everybody knows, and for this we have to make the utmost use of our own resources in man and money. Our efforts are directed only towards one end and that is the building up of the Welfare State that will be an insurance against poverty, ignorance, disease and backwardness. It will not, however, be something unique in the world. There are several other countries of the world, big as well as small, which have this kind of State as the goal of their national endeavour. Some of these countries have travelled a long way along this road. There are others which are very near the goal. Our country is, however, one of those countries which are struggling valiantly for the achievment of this goal. It is, heartening to note that after our two Five-Year Plans the goal does not seem to be very difficult to achieve.

Democratic Methods

India, which is the biggest democracy in the world, has employed democratic methods to achieve the goal of self-sufficiency in food, maximise its industrial production, liquidate illiteracy, to eradicate disease, and make available to every citizen of India the basic necessities of life, such as food, clothing, shelter, education, adequate standard of living and freedom from disease. Now living in a, democracy, very few of us understand what the implications of democratic methods are. The very first thing that strikes us when we contemplate this issue is that all these objectives are to be fulfilled with the willing consent of the people. In other words, the four hundred millions of Indians have to be imbued with the spirit which underlies these plans and the determination to fulfil these plans.

In some of the States of India we have over-hauled our democratic machinery in order to make it more in tune with our needs for development. Beginning with the *Village Panchayats* we have come up to the *Zila Parishads* and have endeavoured to make each one of them responsible for executing some of our projects for development. We have also established Development Committees at the District level in which we have the officers of the District working along with the representatives of the people, thus making our citizens aware of the need for development in a democratic manner.

In a way, our Community Development programme is intended to make the people of India development-conscious. Under this programme we have covered thousands of villages and made their inhabitants plan-conscious. We also hope that by the end of the Third Five-Year Plan there will be no village in India which will not be covered by the Community Development Blocks. Similarly, we have our Social Welfare Board which caters primarily to the needs of women and children.

These agencies are educative in an indirect way. What India needs today is direct education. In other words, we require a frontal attack on the problems of development and this can be done only through education. It is true that we contemplate

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universal free primary education in the Third Five-Year Plan. According to this scheme all the children of school-going age between 6 and 11 will go to school, thereby reducing the incidence of illiteracy in our country. If, in addition to this, we think of the net-work of secondary schools, vocational schools, technical schools, agricultural schools, institutes of technology, agricultural Universities, medical colleges, dental colleges, veterinary colleges, Universities in general and other institutions that impart various kinds of education in our country, the picture does not remain as bleak as before. The establishment of these institutions and the pace at which we are proceeding show that India is trying to become an educational state. But, in spite of all our efforts, there is much ground yet to be covered. Let us first of all take the problem of illiteracy. The picture that we see in this connection is appalling. The following figures taken from the census of 1951 show the magnitude of the problem of illiteracy in India:—

(*i*)	Percentage of literates in 1951 (the latest census year).	16·6%
(*ii*)	Percentage of literacy if children below 10 are excluded.	20 %
(*iii*)	Literacy among men	24·9%
(*iv*)	Literacy among women.	7·9%
(*v*)	Literacy in urban areas.	34·6%
(*vi*)	Literacy in rural areas.	12·1%

Filling the Gap

This gap between literacy and illiteracy is not merely an educational problem, but a political problem and an economic problem and above all a social problem. It is because democracy and illiteracy go ill together. If we want to have a first-rate democracy in India, we cannot build it up merely with the help of illiterate persons, even though they may have native intelligence, political shrewdness and appreciation of cultural values in advance of even those who are called literates.

The problem is : how is this gap to be filled? The only answer is that social education can redress the wrongs inherent in illiteracy. But eradication of illiteracy is not the only function of social education, though it is one of its very important functions. Social education is a comprehensive scheme devised to promote political, social, economic and national awareness in the masses of India. It is something which brings together the members of the various social groups and promotes a feeling of social solidarity. It is also something which brings home to the minds of the people the objectives of Five-Year Plans and energises them to contribute their share to the completion of this national venture. Again, it is something which makes available to the people the results of scientific and social research. It tells them how to adopt new methods of agriculture and animal husbandry. It also aims at the civic education of the people so that they can be better citizens of India. Above all, it is something which is evolving a new type of leader—a leader of the constructive type who can get the people out of the ruts of traditional thinking and customary practices. This new leader, without boasting about it, can tell them how the socialist pattern of society can be a boon for them and how they can attain progress through cooperation of all kinds. Social education, in this way, levels down social barriers and is a guarantee against mental stagnation and mental isolation which have been the bane of our society all these years.

Working of the Scheme

The question is how the scheme of Social education works at present. First of all, our Community Projects establish literacy classes and though the enrolment in these is not something about which we can congratulate ourselves, still they are good as far as they go for waging the relentless fight against illiteracy. Some of these Community Projects have Community Centres. These centres are meeting places for the people where they can have their cultural and recreational activities. To some of these centres are attached information rooms where information useful to the Community is made available in the regional language. Facilities for indoor games are provided at these centres and sometimes

discussion groups are held where people can discuss their problems. Debates and Seminars, are also held at these centres and they provide opportunities for people to have their say on important matters. These centres also have libraries of their own, where books for neo-literates are stocked. Generally speaking, schools are utilised for this purpose but there are such centres in the army also. One of the great benefits accruing to the public from these centres is that at some of these they can learn handicrafts and practise their hobbies. These centres work for persons of all age groups. All are welcome there, old as well as young people, grown-ups as well as teen-agers.

It is, however, to be remembered that if India has to advance rapidly towards the goal of the Welfare State, the citizens should be caught young. So, particular emphasis is laid on the formation of youth groups. These youth groups are called by different names, according to the functions they perform. There are groups meant exclusively for farmers so that our agriculture gets out of the old rut. There are groups whose function is to serve as a protective force. They work as guardians of civic morality and try to put down anti-social activities. Then there are groups exclusively for women. These groups bring together the women of the community who learn how to improve their homes and look after their children. The women at these groups are also taught how to introduce smokeless *chuhlas* in their homes. They are also taught knitting, tailoring and other kinds of craft work. They are told about maternity welfare and what constitutes a balanced diet. They are taught how to decorate their homes and how to keep kitchen gardens. In this way social education centres cater for the needs of the people at large. Another thing that has been made possible is the institution of libraries. These libraries function not only at the District level, but also at the *Panchayat* level. It is these which encourage the reading habit amongst the people. On a visit to some of these libraries one can see how keen people are for reading books not only for entertainment, but also for making them better farmers and better householders.

It is not, however, by means of books, lectures and lessons that social education spreads. The radio is made use of for this purpose. Demonstrations are also held and excursions are sometimes undertaken to places where new projects are taking shape. In this way, the class room, the radio, visual aids, exhibitions, films, magic lanterns, books and filmstrips are made use of for this purpose. But to say this does not imply that all this work is sponsored by the Government. It is true that the Government plays a major part in the spread of social education, but voluntary organisations and semi-government organisations also perform their share of the work. It is, however, not very heartening to note that the number of these organisations is very limited and that they function only in a few States of India. The problem, therefore, is to make more and more voluntary organisations in all parts of India take part in the scheme of social education.

It is true that all this work is being done by voluntary workers in towns and villages, by primary school teachers, by village level workers and by Social Education Organisations, but it is done mostly in an a amateurish fashion. Even though every effort is made to train these workers through Janta Colleges and other agencies, the facilities for training are not adequate. Even then social education organisers and the village level workers are the two key-stones of social education. It is they who establish literacy schools; it is they who build up libraries in villages and set up circulating libraries; it is they who look to the cultural and educational needs of the people. They organise exhibitions and hold fairs. They try to have play-grounds in villages and make arrangements for welfare activities of every kind. They make people aware of child welfare and arrange for the training of local leaders. Whatever, the results may be, it cannot be denied that the road along which they are travelling is in the right direction.

Much Remains to be Done

The task which confronts the social educational workers is gigantic and whatever we have done so far hardly touches the fringe of the problem. In fact, after taking into account all the progress that we

have made in the field so far, we are armed only with a toy gun, while we are out to kill an elephant. The difficulties in the field are patent to every observer. In the first place the workers in the field do not always act with the missionary zeal which the task calls for. So, they go on performing the routine duties in a conventional way without coming to actual grips with the problem. They forget that the adult is not a learner in the same sense in which a child is and that social education is not the same thing as schooling imparted in our schools and Universities. They are not conscious, therefore, that to them is assigned a nation-building task of the highest importance and that they are to do it in a spirit of self-dedication and not look at it from a mercenary angle. At the same time, the resources at the disposal of our country are limited, and therefore, the problem seems to be insoluble. Again, voluntary agencies have not taken to this work with as much eagerness as they have taken to other kinds of social work. Social education, therefore, works under all kinds of handicaps: lack of money, lack of enthusiasm, lack of trained workers and the general apathy of the adult towards anything which is not familiar or customary. But no one will deny that if we want to build democracy at its grass-roots and if we want to hasten the pace of national re-construction, social education can act as a panacea. Social education can be handy if we want to tell people what their rights and duties are as citizens and if we want to instil in them the spirit of service to the nation. It is through social education that people can begin to love democracy and know how it works. It is by means of this education that we can educate people in the problems that confront us and the world at large. This education can fill our citizens with a sense of pride in our cultural heritage and can teach them the laws of health and cleanliness. They can be told the advantages of cooperation and they can be given training in crafts. Social education can tell us what recreation is and what these moral values are for which our nation is well known. In other words, while our children go to school, our boys and girls go to colleges and Universities. The people of India should pass through the portals of social education centres. In this matter the experience of other countries like the Soviet Union and Denmark can be a useful guide to us. Doing comes after learning and it is only after the people have learnt the value of national reconstruction through social education that they will lend their hand to it.

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The use of AUDIO-VISUAL AIDS IN EDUCATION*

BY AUDIO-VISUAL AIDS, we usually mean the most modern or the most recently used of these methods (films, filmstrips, radio and television). This is a summary identification of very old methods with very modern instruments, and one should react against it. Visual aids are far older. They correspond to a profound tendency among the immense majority of men: to materialize their thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference. Plato himself took care to set the scenery of his dialogues and he used concrete words and concrete comparisons (for example, the cave) as foundations for his most abstract ideas. In France, the *Tres riches heures du duc de Berry* bring out the importance which 'illustration' can take in a work which would have otherwise sunk into oblivion. Xylographic images preceded the printing press by three-quarters of a century and the first illustrated book by nearly a century. The tremendous success of the 'images of Epinal' in books peddled from door to door in France was only a manifestation of popular taste in a society where illiterates continued to be in a majority and where images went with oral literature. Films, radio and television, considered as educational instruments, have merely developed—at a rapid rate—alongside older means whose importance remains considerable. Their common denominator lies in their function as aids.

This is not a theoretical conclusion, for it is confirmed by the very attitude of the educator. The educator basically must contribute to the training of the individual (in his character and conduct) with a view to his integration into a given society and teach new ideas, facts and techniques to a specific public. It is thus relatively easy to define the goals at which the educator aims. Achieving these goals is another task which brings him face to face every day with the basic problem of pedagogy—that of transmitting or communicating ideas or information. To solve this problem, the educator resorts to infinitely varied means, among them audio-visual aids. If our purpose, therefore, is to aid the educator, we must then offer him as complete an arsenal as possible of these means. But it is the educator and the educator alone who chooses the means which is best adapted to his subject, his audience and his circumstances. It is thus clear that audio-visual aids cannot be separated from educational materials in general.

This tendency toward the use of concrete examples has developed through a complex process. At first, graphic representation was probably only a way to enable man to capture fleeting thoughts and the sole way of transmitting thoughts, compared to oral transmission which was subject to rapid distortion. The invention of writing, a perfect example of a visual aid at its origin, proceeded from the same necessity. It would be interesting to study, for example, in the light of Mayan writing—of the Codex Troano—how man progressed from the talking image to the letter. We can therefore conclude that 'illustrations' were looked upon at first, at least by the most educated persons, as a minor complement to thought. The entire history of publishing until the end of the eighteenth century confirms this. But, in the twentieth century, powerful means of reproduction, associated with radio, cinema and television, have changed the aspect of the problem. Sound and visual 'illustrations' are no longer mere minor complements to thought but they directly influence the thoughts and the very conduct of millions of individuals. It was therefore inevitable that a desire should spring up to master such a powerful instrument, to discipline it for better (education) or for worse (advertising, for example). But this coveted mastery is still rather crude: it is often reduced to the creating of a few conditioned reflexes, satisfying the merchant

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* This article was written in connexion with the Regional Seminar on the Use of Audio-Visual Aids in Adult and School Education in Latin America organized by Unesco at Mexico City from 28 September to 17 October 1959 and is adapted from the November 1959 issue of the "Unesco Chronicle".

but not the educator. Certain of these audio-visual aids (posters, films, radio and television) are both means of education and media for information and propaganda, and it is not always easy to draw the line between what belongs to the educator and what is within the province of information or propaganda. It is also probable that the child is more affected by the violence (colours and slogans) of steel posters and by the shock techniques of radio and television (especially when commercialized) at home than by the visual aids used in school. Should we conclude then that these means are harmful and should we condemn them? This negative attitude would be most unrealistic. The only possible conclusion is to accept the need for basic research in these fields. It should bear essentially upon psychology (applied to education and its relations with filmology, for example) and upon the social sciences (evaluation of effects, changes of attitude, etc.). We educators have already ventured forth, but timidly, onto this terrain. Systematic establishment of contacts with research workers and specialized institutes is the duty of all those who are responsible at the national level for audio-visual services.

It can be reasonably hoped that this basic research will lead to a better use of audio-visual aids and to more scientific pedagogy based upon them. It is not difficult to observe that their use is continuing and developing outside the pale of any research. As a result, a pragmatic pedagogy is taking shape and not necessarily in contradiction to the results of the most scholarly research. Establishing or stimulating closer collaboration between research workers and educators, stimulating the writing of theses or documents containing the fruits of the work of both, and publishing and distributing the results of this work should also be the common task of pedagogical and audio-visual services.

We have seen that audio-visual aids cannot be separated from educational materials as a whole, this conclusion being thrust upon us by the attitude of the user when confronted by these materials. Now this same user—whether a teacher, a professor or an adult educator—does not act any differently when pedagogy and techniques are involved. He can never be purely a pedagogue or purely a technician. It is clear, therefore, that the pedagogy of audio-visual aids cannot be separated arbitrarily from audio-visual techniques. No one can hope to achieve good results unless he is a sensitive pedagogue and a skilled technician. The problem must be solved globally.

Unfortunately, this initiation into techniques is not always carried out in the institutions where future educators are trained. In under-developed countries, the lack of qualified personnel (and equipment) is the most frequent obstacle to such an initiation. But it is not the only one because similar shortcomings are often found in more favoured countries. Routine, lack of initiative and administrative delays are the main factors responsible for educational sluggishness. There is no doubt that audio-visual aids produce their best results when they are used in connexion with active teaching methods. Here, the task of educators is to draw the attention of their governments to these methods and to the recommendations of previous seminars concerned with the introduction of an initiation into film and radio techniques into normal schools and similar institutions. I am thinking, for example, of the recommendations of the seminars at Messina (1953) and New Delhi (1958) organized by Unesco.

Finally, there are other questions which should be taken up in thorough and specific studies. They are related to the use of radio and television in the teaching of reading and writing and of languages. A great deal has been said about the 'singular, specific and irreplaceable services which can be rendered, for example, by 'teaching by radio'. A great many hopes were stirred as a result of statements repeated with such warm conviction that one could have believed them to be dictated by experience. First of all, we should note the ambiguity of the term 'teaching'. In the context of the statements to which we refer, this term covers both the teaching of subjects such as science and history as well as the teaching of reading and writing. One of the greatest problems which remains to be solved is the liquidation of illiteracy.

Following hasty conclusions, a belief has grown that, thanks to radio, illiteracy can be liquidated quickly, easily and cheaply. But what do we know about it objectively? Until now, the number of experiments has been limited. Some of them were frankly admitted failures. Fortunately, we will soon be in possession of an exhaustive report of the results obtained during the best known of these experiments, the one at Sutatenza (Colombia). One of our experts has made a global study of these results from which we think that we will be able to derive valuable lessons, if not definitive conclusions.

A few complementary remarks should be made here. The first concerns the basic difference between teaching notions of history, geography, science, etc. by radio and the teaching of reading and writing. We say teaching by radio because the problem of teaching reading and writing by television is infinitely simpler and the results already acquired are sufficiently convincing. At any rate, it can never be said too often that the global use of audio-visual aids always gives the best results. Opposing radio to television or both to films is a typical example of a false problem. In an educational campaign organized and carried out at a national level, all complementary means must be used if possible. It is also virtually certain that results are proportionate to the means employed in a geometrical, not an arithmetical, progression. In other words, overly strict economy does not pay. There lies a source of misunderstanding. Too often, it has been believed that making an expert and $10,000 worth of equipment available to a government was enough to solve the problem of audio-visual aids in a given Member State. Audio-visual aids do not have this magic quality. They require serious study and, first of all, serious thought about the place which they should occupy in a budget. Pedagogical problems always end up leading into budgetary problems—that is, in the long run, economic, social and political problems. The educator must play his pedagogical role. The tool which is offered to him—and this is the case of audio-visual tools—can multiply the activity of the educator in large proportion. Therefore, the political authorities must be convinced of the necessity of a financial effort which is often considerably large. That is a point of view which often escapes the educator: he must also educate administrators and political authorities. Many mistakes begin here.

So far, we have talked about audio-visual 'aids' and 'means'. Educators obviously consider them from this angle in the best of cases. But will this tremendous development of mass information media which we previously mentioned continue to allow itself to be domesticated? Let us go to the heart of the matter: must we continue to consider these information media as blind forces whose unleashing—and, as far as the educator is concerned, the unleashing beings where his own control ends—would be an educational and cultural catastrophe? Or, to put things in a less impressive but equally embarrassing way, cannot audio-visual 'means' be allowed to play their role without the help or simply the intervention of the educator? Before issuing a condemnation without any possibility of appeal, perhaps it might be wise to remember that films, radio and television can only be arbitrarily separated from the social, economic and cultural context which gives them their means of existence. No doubt, the study of these problems takes us a long way from modest filmstrips, flannelgraphs, and even traditional black-boards.... which are still a luxury for thousands of schools.

Let there be no misunderstanding. We know the importance of pedagogy in the use of audio-visual aids. We know that the training of good educators—in this case, good users of these didactic means—is a long and difficult matter. We know that we must think about the desperate problem of training teachers. But pedagogy itself is only a means whose end is education. And education, in the long run, is only a contribution—naturally, of capital importance—to the integration of the individual into a given society. It is in this perspective—from their production to their final use—that we must look at audio-visual aids and the various questions which they raise.

PRODUCTION OF READING MATERIALS FOR ADULTS

THE NEED FOR SPECIALLY PREPARED literature for adults was felt when, over thirty years ago, the first night schools for adults were started. Since independence, the increasing interest of the Government of India and Unesco has given great encouragement to the production of reading material and, as a result, there are now a number of agencies which specialise in this particular field.

Literature for adults is not just literature. It is reading material with a pre-set purpose for a pre-determined audience. If the product does not serve its specific aim, it is worthless. Writing for adults has, therefore, to be considered both as an art and a science.

Before the "book" reaches the intended audience as a finished product it has to pass through a number of stages, during which it is handled by qualified and trained persons. A brief description of some of these stages will give an idea of the elaborate procedure that has to be adopted.

Process of Production

The process of production begins with what is called 'topic study'. Who is to decide on what topics the material is to be prepared ? The authors ? No. The producers ? No. It should be the privilege of the readers only. The object of producing the material is not fully served unless the topics selected are in accordance with the preferences shown by the intended readers. Although this is an accepted principle, yet like many other principles it is not generally adhered to. However, scientifically speaking, this is the point where the production process should start, because, unless the selection of topics is based on the known needs and interest of readers, it will be an arbitrary and hit-or-miss affair.

After selection of the topic, the preparation for writing the manuscript begins. An author is chosen who draws up a plan of the book. Those agencies which can afford to work on scientific lines generally have a team of writers, illustrators, and editors, and all of them are actively associated in the programme of opinion survey. This gives them some idea not only about the needs and interests but also about the cultural and economic background of the would-be readers. In such agencies, the job of selecting the author is easy. Generally, one of the authors who have participated in opinion survey volunteers to write the manuscript. If the proposed topic is of a technical nature, then advice has to be taken from an expert also. If, fortunately, the expert himself can write the manuscript, that is ideal; generally, a discussion is held in which author, editor, and expert participate and thus the author is able to obtain maximum information on the technical points.

Having collected and assimilated the material, the author, in consultation with the editors, chooses the form. It is up to him to decide whether the matter could be presented most effectively in the form of a story, a dialogue or a narrative.

The quality of the material produced by the author depends entirely on the labour and care that he devotes to the task. He has to operate under a strict discipline. His audience is a special category of people whose education is very limited and who are not expected to know much of matters outside the interest and concern of their own local community. This condition restricts the author's freedom. He cannot indulge in any form of 'self-expression'. In order to produce what is technically called readable material, he has to be simple and clear and to adapt his vocabulary strictly to the standard of understanding of his readers. He has to avoid technical words and limit the use of new or difficult words. His success depends on how far he has been able to subject himself to this discipline.

When the manuscript is ready from the author's point of view, it is sent to the editor, whose job is as specialised as that of the author. He reads and re-reads the manuscript from the angle of the intended audience. He checks every word, every phrase and every expression, changing and even

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re-writing what according to his judgement is inappropriate. After the editing, the manuscript is sent back to the author with the question whether he agrees to the alterations and changes. In case of difference of opinion there is a discussion, and although the final decision rests with the editor, it is not to be exercised arbitrarily. Then the expert examines the manuscript to see that the factual information is correct. The final judge is not the editor but the group of would-be readers to which the manuscript is carried for testing.

Taking the manuscript to the field is the step which gives to the art of production of literature a scientific basis. It is here that the author and editor are brought face to face with representative members of their intended audiences, and they try to find out their reactions through a series of questions. These questions are carefully prepared for eliciting reactions about each and every aspect of the manuscript, so that it may be revised in the light of these reactions. It is only when the manuscript has been tested and suitably revised that it is ready for the press.

Generally, the illustrations are prepared when the manuscript is in the editing stage, and by the time the text is ready for testing, the illustrations also are ready and are put to a test along with the manuscript.

After this the manuscript stage is over. Now a number of decisions have to be taken regarding the printing of the book—the size, the cover design, the type, the number of lines to a page, the margin, the arrangement of the illustrations, etc. All these things contribute towards making a book readable and attractive.

This, in short, is the procedure involved in the production of reading material. It cannot be claimed that all the agencies who are engaged in the production of such material follow it strictly. That, however, is a different matter.

Task Ahead

Although, during the last ten years, a considerable quantity of reading material has been produced, yet the need for more and better produced material has not diminished. The audience for this type of material and with it the demand for quality books is fast expanding. In order to ensure that future development will be on scientific lines and that the quality of the material will constantly improve, an elaborate programme of research and training has to be undertaken in the many problems involved in the preparation, production and utilisation of reading materials, the methods and techniques of teaching and the promotion of reading habits. The work of the producers is not over after the book has been put on the market. Evaluation of the material produced is as important at this stage as at any other. The process of production is not complete until it has been ascertained how far the product has served its purpose. It is only in the light of an evaluation report that future production can be improved.

Realising the need for a permanent research programme some agencies, like the Bombay City Social Education Committee, the Mysore Adult Education Council, Literacy House, Lucknow, and the Jamia Millia have set up research units. This is a healthy trend which needs more encouragement in the form of financial assistance and assignment of projects.

There is also need for training more and more authors, editors, book designers and illustrators. More literacy workshops should be organised to train the authors and illustrators already working with voluntary agencies and private publishers. In these workshops emphasis should be not only on the technique of writing but also on testing and evaluation.

Weakest Point

Distribution and sale is the base on which the whole pogramme of book production rests. Unfortunately, this happens to be our weakest point and demands immediate attention. There is need, not only for research in the problem of promotion of sale but also in methods of developing alternative means for reaching the readers. The economic condition of the people in general is a great obstacle which is not likely to be

removed in the near future, and there is little chance that the sale of these books to individuals will substantially increase. To some extent sales could be increased if the prices were substantially reduced through large-scale production. But large-scale production itself depends on the extent of the demand. There are two ways out of this vicious circle. One is to subsidise production, so that the prices can be reduced; the other is to develop a library service to reach the maximum number of readers. The Central and State Governments are already assisting promotion of sale in the form of cash awards and purchase of selected books. In compliance with the recommendation of the Murree Seminar held in 1956, Unesco also has recently instituted some awards for encouraging authors. In spite of all this, there is no doubt that encouragement and assistance is needed on a far bigger scale.

It is also necessary to ensure that the books purchased by the Central and State Governments are put to the maximum possible use. These books are distributed through the community projects, social education departments and libraries. These channels of distribution being under the direct control of the State, it should be possible to ensure that the books reach the intended readers and help to create a demand for more and better books.

SMILE AWHILE

Teacher : What is the shape of the earth ?
Pupil : Round.
Teacher : How do you know it is round?
Pupil : Well, it's square then; I don't want any argument about it.

"Have you noticed the utter absence of comment upon my last play ?" asked the author, of a friend. "It is plain that I am the victim of a conspiracy of silence. What would you do about it" ?

"I'd join it if I were you," the friend quietly replied.

Roundup of activities
Ministry of education

ELEMENTARY AND BASIC EDUCATION

National Institute of Basic Education

The following new publications were released from the press:—

(*a*) Buniyadi Talim—April 1960 issue

(*b*) Difficulties of Basic School Teachers

(*c*) Measuring Educational Potentiality of Crafts

(*d*) Nibe Educational Psychology—Seminar No. 1.

Following the decision to take up a middle school at Chhatarpur for its improvement, a meeting was held at the Institute between the concerned members of the staff and the educational authorities of the Delhi Municipal Corporation. Some preliminary details of the work were discussed at this meeting. Among other things, it was decided to hold a workshop of the staff of the school and the concerned supervisory staff from 1st to 14th July, 1960, with a view to devising the plan of work for the academic year 1960-61.

The Delhi Municipal Corporation is organising a refresher training course for the teachers of primary schools falling under the orientation programme. The Institute gave its suggestions regarding the syllabus for the refresher course, programme of lectures, methods to be followed and daily programme etc., to the sponsoring representatives of D.M.C. and Delhi Directorate of Education.

Basic Teacher-Training Schools

All the State Governments and the Union Territories have been requested to include Community Development in the syllabus of the Basic teacher-training schools.

Teacher-Training

Under the centrally sponsored scheme of expansion of teacher training facilities, administrative approval of the Government of India has been accorded to the following States for the amounts shown against each during 1960-61 :

	Rs.
Andhra Pradesh	29,68,000
Mysore	18,97,000
Jammu & Kashmir ..	69,000

Compulsory Primary Education in Delhi

A bill to provide free and compulsory primary education in the Union Territory of Delhi was moved in Parliament by the Union Minister of Education in April, 1960. After preliminary discussion it has been referred to a Joint Select Committee of Parliament.

Commonwealth Scholarships

Under a Scheme of Educational cooperation among different Commonwealth Countries, offers of some scholarships have been received for the training of Indian teachers in teacher training institutions abroad. To select suitable candidates for awarding these scholarships all State Governments and Union Territory Administrations have been requested to suggest names of suitable candidates with their particulars.

Regional Seminars on Compulsory Primary Education

In connection with the implementation of the programme of providing free and compulsory primary education, three Regional Seminars were held at Puri, Mahabaleshwar and Bangalore from 10th to 15th May, 1960, 20th to 25th May, 1960 and 3rd to 8th June, 1960, respectively. Senior officers from the Education

Departments and Directorates from (*i*) Assam, Bihar, Orrisa, West Bengal, Manipur, Tripura and Andaman and Nicobar Islands (*ii*) Maharashtra, Gujarat, Rajasthan, and Madhya Pradesh (*iii*) Andhra Pradesh, Mysore, Madras, Kerala, Pondicherry and Laccadive, Minicoy and Amindivi Islands, participated in these seminars. Recommendations made by each seminar have been sent to the participants of the later seminars for their information. The recommendations of the later seminars were also sent to the participants of the earlier seminars.

Production of Literature

VI Prize Competition for Children's Literature

The entries received are under examination.

Production of Literature and other Material for Basic Education—Monographs on Various Aspects of Basic Education

One more monograph entitled "Inspection of Basic Schools" has been finalized.

The different parts of two source books on General Science and Social Studies are being written by different authors selected for the purpose.

Production of Guide Books for Basic School Teachers

The State Governments have been requested to recommend the names of suitable Teacher Training institutions that could be entrusted with the writing of guide books of different grades on different subjects.

International Exhibition and Festivals of Children's Books

The Government of India had appointed an *ad hoc* Committee for selecting books for International Exhibitions and Festivals of Children's books. The books received so far in Hindi were examined by the Sub-Committees appointed for Hindi books and about 250 books have been selected.

Steps are being taken to collect more books in the regional languages.

Educational Tours of Teachers

The State Governments/Union Territories have been informed of the continuation of the Central Scheme of "Educational Tours of Teachers" for the year 1960-61. Under this scheme, each State/Union Territory may sponsor one party of teachers for which the Central Government will reimburse expenditure of the concessional railway fare incurred, as far as possible, but not exceeding Rs. 1,000 to each State Government. The Union Territories are to meet the expenditure in this behalf from their respective area demands.

A sum of Rs. 658 has been sanctioned to the Government of Uttar Pradesh as reimbursement of the concessional railway fare incurred on an educational tour by a party of teachers sponsored by the State Government during 1959-60.

Financial Assistance from Minister's Discretionary Fund

A grant of Rs. 10,000 has been sanctioned to the Mahila Charkha Samiti, Patna, towards the construction of the building for the Balbari of the Kamla Nehru Shishu Vihar, Patna.

A grant of Rs. 10,000 has been sanctioned to the President, Shikshan Mandir, Jalgaon, East Khandesh, towards the various developmental activities which the Shikshan Mandir has undertaken.

WOMEN'S EDUCATION

Establishment of State Councils for Women's Education

In view of the importance of associating non-official agencies and opinion with this work, the Government have accepted the recommendations of the National Committee on Women's Education for establishing State Advisory Bodies and accordingly have requested the State Governments/ Administrations to set up State Councils for Women's Education on the lines of the National Council for Women's Education set up at the Centre.

All the State Governments except Kerala, Madras and Andhra Pradesh have

established/decided to establish such Councils.

Appointment of Women Joint or Deputy Director

The Government have broadly concurred in the recommendations of the Council for the appointment of a woman Joint Director to be in charge of the programme for the education of girls and women and had accordingly recommended to the State Governments that there should be in each State Department of Education, a Deputy or Joint Director of Women's Education.

All the State Governments except Kerala, Madras, Maharashtra, Gujarat and Andhra Pradesh have accepted the recommendation and all these States have already made suitable appointments.

Targets for the Enrolment of Girls in the Third Plan

State-wise targets of enrolment of girls for the Third Five-Year Plan have been prepared by the Ministry for all stages.

At the Primary Stage : It has been proposed that 50% of girls in Jammu and Kashmir, Uttar Pradesh, Bihar, Orissa, Rajasthan and Madhya Pradesh and 90% of girls in other States should be enrolled.

At the Middle Stage : The proposed targets for enrolment of girls are 12.5% for Jammu and Kashmir, Uttar Pradesh, Bihar, Orissa, Rajasthan and Madhya Pradesh and 25% for other States except Kerala and Delhi.

At the Secondary Stage : The proposed targets for enrolment of girls are 5% for Uttar Pradesh, Bihar, Orissa, Rajasthan, Madhya Pradesh and Andhra Pradesh and 10% for the other States except Delhi and Kerala.

Special Programme for the Third Five-Year Plan

All the State Governments and Administrations have been requested to draw up special programmes on the lines recommended by the National Council for Women's Education with a view to overcome the difficulties that stand in the way of the education of girls and women.

Such programmes have been drawn up by Andhra Pradesh, Orissa, Madhya Pradesh, Rajasthan, Laccadive and Minicoy Islands. The remaining State Governments are in correspondence with the Ministry in connection with finalisation of their proposals.

National Council for Women's Education

The second meeting of the National Council for Women's Education scheduled was on the 5th and 6th of August, 1960 to discuss the details of the special programme for the education of girls and women during the Third Plan period, in the light of the reduced allocations for education as a whole.

Expansion of Girls Education and Training of Women Teachers

State Governments/Union Territory Administrations have been informed of the allocation/overall ceiling available to them, as given below, under the scheme for proposals to be implemented during 1960-61 and have been asked to go ahead with the implementation :

Name of State Government/ Administration	*Allotment Rs.*
Andhra Pradesh	5,69,000
Assam	1,65,000
Bihar	8,26,000
Bombay	7,34,000
Jammu & Kashmir	97,000
Kerala	94,000
Madhya Pradesh	5,68,000
Madras	4,94,000
Mysore	3,54,000
Orissa	3,61,000
Panjab	3,00,000
Rajasthan	3,86,000
Uttar Pradesh	13,84,000
West Bengal	4,24,000
A. & N. Islands	500
Delhi	23,500
Himachal Pradesh	29,100
Manipur	13,900
Tripura	14,000
L.M. & A. Islands	3,500
Pondicherry	10,000

Administrative approval for Rs. 4,12,725 has been issued to Andhra Pradesh for

implementation of the Scheme during 1960-61 while proposals received from Assam, Tripura, Laccadive, Minicoy and Amindive Islands, Manipur, Madhya Pradesh and Orissa are under examination for issue of administrative approval.

SECONDARY EDUCATION

Central Advisory Board of Education

The Proceedings of the 27th meeting of the Central Advisory Board of Education held in February, 1960, were finalised and forwarded to all concerned for necessary action.

Informal Meeting of Directors of Public Instruction/Education

The minutes of the informal meeting of Directors of Public Instruction/Education held on 3rd February, 1960, were finalised and forwarded to the authorities concerned for necessary action.

Secondary Education Journal

The April 1960 issue of "Secondary Education" was brought out during the quarter under report.

Assistance to Voluntary Educational Organisations

The following grants were sanctioned during the period under report :—

Name of the Institution	Amount paid	Purpose of grant
Gujarat Research Society, Bombay, Maharashtra State	Rs. 45,000 (3rd instalment)	Construction of a building for the institution.
Y.M.C.A., Bangalore, Mysore State	1,780	Construction of Counselling centre.
Ramakrishna Mission Ashrama, Parganas, West Bengal	10,000 (4th and final instalment)	Construction of a building for the students' Home.
Ramakrishna Mission, Cherrapunji, Assam	1,250 (3rd and final instalment)	—Do—
Dr. Alagappa Chettiar Training College, Karaikudi, Madras State.	1,440	Continuation of Educational and Vocational Guidance Centre.

Union Territories

In view of the acute shortage of teachers under the following categories, it has been decided, as a special case, that temporary untrained teachers recruited by the Directorate of Education under these categories may be granted extraordinary leave in relaxation of Rule 14 (b) of the Revised Leave Rules to enable them to undertake training at a Teachers' Training institute, provided they have put in at least one year's satisfactory service and furnished an undertaking in writing to serve the Government for a minimum period of three years after the date of completion of their training:

(*i*) Graduate and Post-Graduate teachers in Physics, Chemistry and Biology (Men and Women).

(*ii*) Graduate and Post-Graduate Teachers in Mathematics, Domestic Science, Drawing and P.T. (Women).

Sanction has been accorded to the creation of a post of Education Officer in the scale of Rs. 300-25-500 in the L.M.A. Islands. The existing post of Assistant Education Officer will be abolished as and when the post of Education Officer is filled up.

It has been decided that, in view of the shortage of teachers under the following categories, both in Government and Government aided schools in Delhi, these teachers may be treated as technical personnel for purposes of retention in service beyond the age of superannuation and granted extension liberally up to the age of 58 years in accordance with Ministry of Home Affairs O.M. No. 33/2/58-Estt., dated 20th September, 1958 :

(*i*) Graduate and Post-Graduate Teachers in Physics, Chemistry and Biology.

(*ii*) Women Graduates and Post-Graduate Teachers in Mathematics, Domestic Sciences, Drawing and P.T.I.'s.

In order to enable the managements of Government aided private schools in Delhi to improve the educational standards of their schools, it has been decided that they may be permitted to charge a special development fee from students to cover expenses incurred by them in effecting improvements on which no grant is available under the grant-in-aid rules. The fee will be charged at a flat rate with the prior approval of the Director of Education for the following purposes:—

(*a*) Appointment of additional qualified teachers in excess of the teachers admissible to the school under the grant-in-aid rules.

(*b*) For teaching of special subjects for which no grant is admissible from the Directorate.

(*c*) Purchase of special teaching aids and equipment.

(*d*) Provision of special amenities to the children; like additional fans, supply of cold drinking water, medical aid and hobbies.

The managements will have to keep a separate account of this fee which would be open to inspection and periodically audited by the Director of Education, Delhi, who would ensure that the fee realised is actually and entirely utilised for the purposes specified above and that no profiteering is resorted to by the school managements. It would be specifically ensured that collections from the special fee are not utilised by the managements for meeting their share of the recurring expenditure on the maintenance of the schools.

It has further been decided that donations charged by private schools in the past and which were held under objection by the Directorate of Education should be regularised and the withheld amount of the grant-in-aid reimbursed to them on the condition that the amount refunded will be utilised by them for building a reserve fund or acquiring permanent assets which may yield annual recurring income or for constructing a school building. It has further been decided that the donation charged by the Parent-Teacher Associations in aided schools should be stopped forthwith.

Sanction has been accorded to the grant of scholarships to students belonging to the L.M.A. Islands for study in classical languages in Colleges on the mainland.

Administrative approval has been given for the construction of 15 pre-fabricated school buildings in Delhi at a total cost of Rs. 15,18,900.

Central Institute of Education

The Teachers' Study Circle met twice and discussed the following topics:—

(*i*) Some similarities and differences in Secondary Education in India and U.S.A.

(*ii*) Teaching of English to Beginners.

Extension Service Department

(*i*) A short course on the 'Improvement of English Pronunciation' was held from 5th to 7th April. Prof. J. M. Ure, Education Officer, British Council, guided the participants.

(*ii*) A seminar on 'Improvement of Handwriting in English of Local School Children' was held on 9th April 1960.

(iii) A seminar on the 'Effective use of Bulletin Boards' was held on 22nd April.

(iv) A short course for four days was organised for teachers of geography during May.

(v) A Principal's Seminar was arranged from 20th to 31st May. The topics discussed were: 'Organising schools for Effective Learning', 'How to Establish Relationship in Schools' and "Organisation of Hobby Clubs in Schools". Shri B. D. Bhatt, Shri Hemarajani, Shri P. N. Kirpal and Shri A. K. Singh initiated the discussion.

Central Bureau of Text Book Research

A chapter on "Addition for Class II" has been completed. The skeletal outline of the Analysis sheet for History Textbooks for Primary Grades has been completed.

A Lesson Plan in Social Studies on the life and teaching of Gautam Buddha has been prepared for Class V.

Exercises for the following lessons were prepared:

United Nations Children's Fund.
World Health Organisation.
International Labour Organisation.
Food and Agricultural Organisation.
International Civil Aviation.

Central Bureau of Educational and Vocational Guidance

Science Selection Battery

The final drafts of the five sub-tests of the battery are ready. The co-efficients of reliability have been determined for all the sub-tests.

Guidance Battery

The foreign and Indian tests available in the Guidance Laboratory are being reviewed with a view to being included in the proposed battery.

Class VIII Selection Tests

The school marks of students in eight girls' schools were analyzed to determine the significance of the difference between the marks of students who have failed and those who have passed in Class IX.

As a part of the same project, correlations have been found for the Raven's Progressive Matrices and school marks in Social Studies as well as between the C.I.E. Verbal Intelligence Test and school marks in Social Studies.

Training

The possibility of introducing more work in guidance in the B.Ed. and M.Ed. courses of Delhi University was explored. As a result some changes have been proposed in the B.Ed. syllabus.

Occupational Information Programme

A two-day seminar on Occupational Information in the Guidance Programme was organised by the Bureau on April, 7 and 8 and was attended by 19 teachers from the local schools.

Guidance Laboratory

Thirty-six clients were given individual guidance during the period under review. Some counselling sessions were also held with the parents of the clients.

Coordination

The Bureau has been making preparations for the convening of the first conference of Heads of Government Bureaux of Guidance. The agenda for the conference has been prepared.

Promotional Activities

A proposal for minimum targets for guidance in secondary schools in the country during the Third Five-Year Plan period was prepared and placed on the agenda of the second meeting of the All-India Council of Secondary Education. The Council has passed a resolution recommending the implementation of the scheme.

Directorate of Extension Programmes for Secondary Education

Examination Unit

Ten Evaluation Workshops were organised in the various selected training colleges for the benefit of the staff of the training colleges. The duration of each workshop was ten days and it covered two or three out of a group of five school subjects, *viz.*, science, mathematics,

social studies, English and the regional languages.

The second meeting of the Sub-Committee on Examination Reform was held at New Delhi on 25th May, 1960, when the problems concerning the next phase of examination reform in the country were discussed.

The Directorate brought out two more brochures on 'The General Concept of Evaluation' and 'Evaluation in Social Studies'.

Second Meeting of the All-India Council for Secondary Education

The All-India Council for Secondary Education held its second meeting at New Delhi on May 23 and 24, 1960. Various reforms of secondary education, with special reference to targets in the Third Plan were discussed.

Scheme of Strengthening Multipurpose Schools

Six more institutions were approved by the Ministry of Education for inclusion in this scheme. These schools are located in Andhra Pradesh, Maharashtra and Madras States.

Seminars and Workshops

Two Subject Teachers' Seminars in English and Psychology were organised at Agartala and Hooghly respectively. Two Headmasters' and Educational Officers' Seminars were also held at Agartala and Cuttack.

A four-week course for Headmasters and teachers of multipurpose schools from the different States was organised at Tara Devi (Simla Hills) from May 5 to 29, 1960. Seventy-six participants attended the course.

Meeting of a Working Group of teachers of Practical subjects from multipurpose schools from the different States commenced at Srinagar on June 8, 1960. The meeting which will last six weeks is being organised for the purpose of preparing instructional material in the elective subjects (Technology, Agriculture and Commerce).

Extension Services

A four-week course for imparting instruction and training in the use of audio-visual equipment to the Co-ordinators of the Department of Extension Services located in Northern, North-Western and Eastern Zones, was organised at the National Institute of Audio-Visual Education, New Delhi, from May 2 to 26, 1960. Twenty-four Co-ordinators attended the course.

Six-monthly grant-in-aid for the period ending 30th September, 1960, was sent to 47 Extension Service Departments.

Science Clubs

Assessment reports received from various Extension Services Centres of over 150 Science Clubs in their jurisdiction were reviewed. A study was made of the four reports of Science Clubs Sponsors, Conferences received so far and suitable further action taken.

Craft Education

A draft questionnaire on craft education in Secondary schools was prepared and sent to the Extension Services Centres for collecting the data.

Central Institute of English, Hyderabad

68 trainees were trained during the period from 15th March, 1960 to 30th April, 1960.

The Short Summer Course this time was specially meant for training Pre-University teachers in the use of the P.U.C. materials specially prepared at the Institute on the basis of research in the vocabulary of prescribed texts in the Physical and Social Sciences. Lectures were delivered to the trainees on the use of this material from 5th to 20th April, 1960. The trainees then observed the teaching of this material to 3 divisions of 80 post-matriculates each by instructors specially selected and appointed for the purpose. These students were selected from about twenty high schools of Hyderabad and Secunderabad.

The three divisions of post-matriculates mentioned above were taught till 5th June, 1960, for six weeks. A report on the implications of this project is being prepared and copies of the P. U. C. materials will be circulated to State Education Departments and Universities as soon as the report is ready.

Two Research Fellows have also been appointed for a year at the Institute with effect from July, 1960.

HIGHER EDUCATION

Conference of Vice-Chancellors

A conference of Vice-Chancellors of Universities in India was held at Khadakvasla on 15th and 16th June, 1960. Matters of importance like, "Student indiscipline", "Limitation of numbers", "Examination reform", "National service" etc., were discussed. The Conference was inaugurated by the Union Minister of Education and Dr. C. D. Deshmukh, Chairman, University Grants Commission, presided.

Publication of Foreign Textbooks

Under the scheme of publication of cheap editions of foreign textbooks, an informal discussion was held with the representatives of the Federation of Indian Publishers and Booksellers in June, 1960.

Home Science Education

A Home Science Consultative Conference was held in New Delhi from April 18 to 20, 1960, under the joint auspices of this Ministry and the United States Technical Cooperation Mission in India to survey the present status of Home Science education and research in the country and consider steps for its expansion. It was attended by delegates from Home Science institutions in India, American Consultants in Home Science, representatives of the U.S. Technical Cooperation and Officers of the University Grants Commission and Ministry of Education.

Ismail Girls' National Inter College, Meerut

Rs. 10,000 out of the Discretionary fund of the Minister for Education was sactioned to the Ismail Girls' Inter College, Meerut, as a contribution towards the construction of a permanent building for the college.

Gurukula Kangri, Hardwar

An *ad hoc* grant of Rs. 25,000 was sanctioned to the Gurukula Kangri, Hardwar, towards its maintenance expenses during 1960-61.

Three-Year Degree Course

Rs. 35,00,000 was released to the University Grants Commission on account of the Commission's share towards the expenditure incurred by the affiliated colleges on the implementation of the Three-Year Degree Course Scheme.

Teachers For Remo Secondary School, Sagamu (Nigeria)

A Selection Committee met on the 14th May, 1960 in the Ministry of Education to select teachers of Physics and Mathematics required by the Remo Secondary School, Sagamu (Nigeria).

Selection of Teachers for Islamic Cultural College, Port Louis

Miss Nurul Ain Siddiqui has been selected by the Manager, Islamic Cultural College, Port Louis, to serve as a teacher in the Islamic Cultural College for a period of two years for the present.

Members of the Court of the University of Delhi

The Rajya Sabha has elected Shri K. M. Pannikkar to be a member of the Court of the University of Delhi, *Vice* Dr. Anup Singh retired.

Resignation of Vice-Chancellor, Delhi University

The President, in his capacity as the visitor of the University of Delhi, has accepted the resignation of the Dr. V. K. R. V. Rao, Vice-Chancellor, University of Delhi, with effect from 16th July, 1960.

Member of University Grants Commission

Shri P. N. Kirpal, Secretary, Ministry of Education has been appointed as a Member of the University Grants Commission *vice* Shri K. G. Saiyidain.

Maintenance Grant to Jamia Millia Islamia, New Delhi

A sum of Rs. 1,30,000 has been released to the Jamia Millia Islamia, New Delhi, for 1960-61.

Grant-in-aid to University Grants Commission

A sum of Rs. 1,00,00,000 (Rupees One Crore only) has been released to the University Grants Commission, New Delhi, being the Second instalment of grant-in-aid to the Commission for 1960-61.

Foreign Exchange to U.G.C.

Foreign Exchange of the value of Rs. 40 lakhs has been allotted to the University Grants Commission for purchasing equipment etc., by the Universities for the development of Higher Education and research for the period April to September, 1960.

Teachers in English for Afghanistan

A Selection Committee met in June, 1960 for selecting teachers in English for service in Afghanistan. Four candidates have been selected by the Committee.

College for Girls in Delhi

With the concurrence of the U.G.C., the University of Delhi has opened a new College for Girls in Delhi with effect from the academic year 1960-61.

Grants and Stipends for Rural Education

The following recurring grants and stipends have been released to the Rural Institutes:

Name	Grants	Stipends
	Rs.	Rs.
Gandhigram Rural Institute, Madurai	40,000	—
Rural Institute, Amravati	66,200	—
Institute of Rural Higher Education, Sriniketan	1,00,000	4,540
Lok Bharati Rural Institute, Sanosara	10,000	960
Balwant Vidyapeeth Rural Institute, Agra	53,200	—
Mouni Vidyapeeth Rural Institute, Gargoti	45,000	4,780
Kasturba Rural Institute, Rajpura	20,000	1,400
Shri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore	50,000	8,740
Jamia Rural Institute, New Delhi	—	5,930
Rural Institute of Higher Studies, Birouli	—	3,420

Rural Higher Examinations

The annual examinations in all the courses were held by the National Council for Rural Higher Education at nine different centres in April-May, 1960.

The results of the these examinations have been declared by the Board of Examinations on 15th June, 1960.

Recognition of Diplomas in Rural Services and Diploma in Civil and Rural Engineering

The Government of Andhra Pradesh has also recognised the Diploma in Rural Services awarded by the National Council for Rural Higher Education as equivalent to the first degree of a recognised University for purposes of appointment in government service. The State Government of Rajasthan has also recognised the Diploma in Civil and Rural Engineering awarded by the National Council for Rural Higher Education provisionally for a period of three years for purposes of appointment in government services.

AUDIO-VISUAL EDUCATION

National Institute of A-V Education

1,094 films and 11 filmstrips were issued to 164 members of the Library. 26 new members were enrolled bringing the total number of members to 1,366.

16 films and two filmstrips were previewed by the Preview Committee which met seven times during this period.

33 filmshows were conducted by the Mobile Cinema Van for the benefit of social and cultural organisations.

The Institute organised a month's course in Audio-Visual Education, for 20

coordinators, of Extension Departments of Teacher Training Institutes sponsored by the Directorate of Extension Programmes for Secondary Education, Ministry of Education, New Delhi, during May, 1960.

At the request of the Ministry of Scientific Research and Cultural Affairs, New Delhi, a short course for Vigyan Mandir Officers and Assistant Vigyan Mandir Officers, in the working and use of Audio-Visual Aids etc., was arranged in the institute from 27th June to 2nd July, 1960.

Production of Films

At the Inter-Departmental Meeting held during February-March, 1960 in New Delhi, the production of Films on the following subjects was sponsored by the Ministry of Education under the Production Programmes of the Films Division (Ministry of Information and Broadcasting) for 1960-61:

Universal Compulsory Primary Education

Shri J.P. Naik, Adviser, Primary Education, Ministry of Education, has been appointed consultant for the Film.

Student Teacher Relationship

Shri G.K. Athalye, Director, N.I.A.V.E. will act as the consultant of the Film.

National Physical Efficiency Drive

Shri P.M. Joseph, Principal, Lakshmi Bai College of Physical Education, Gwalior, has agreed to act as the consultant.

Let Us Sing Together

Shri Amal Hoem, of the A.I.R. will act as the consultant of the Film.

Mental Health : (Difficulties in Learning due to emotional situation) :

Dr. Mansani, Chairman, Indian Council for Mental Hygiene, Bombay, has been appointed consultant of the Film.

Multipurpose Schools

Shri R.K. Kapoor, Deputy Educational Adviser, Secondary Education Division of the Ministry of Eudcation, has agreed to act as the consultant for the film.

Physical Geography Series : ("Coastal Plains of India"):

Shri P.L. Deshpande of A.I.R. has been requested to act as the consultant of the Film.

Good Citizenship

As script for this film is already available with the Ministry of Information and Broadcasting, no consultant has been appointed so far.

SOCIAL EDUCATION AND SOCIAL WELFARE

National Fundamental Education Centre

Training

The Officers under training in the fourth batch were taken on a study tour to Lucknow for observation and study of Literacy House, Planning, Research and Action Institute, Orientation Training Centre, Bakshi-ka-Talab and Sarojaninagar Community Development Block from 23rd to 28th May, 1960.

The training course for the fourth batch of District Officers Incharge of Social Education came to a close on 17th June, 1960.

Research

A press copy of the report on "Village Meeting places and Community (Social Education) Centres" in Mehrauli Block has been prepared.

Parts I and II of the research project on "Health Habits of Village People" in village Sukhrali, undertaken by Shri A.K. Sen, Doctor-*cum*-Health Instructor, are completed. Investigation schedule for part three is being finalised.

Parts one and two of the Research project on "Attitudes of Illiterates toward Literacy" in village Wazirpur, undertaken by Shri N.A. Ansari, Field Work Supervisor have been completed. Investigation schedule for part 3 of the project is being finalised.

Planning of Research project on "Superstitions and Taboos" undertaken by Km. S.V. Mehta, Sociologist, is in progress.

Research projects undertaken by other Instructors are at the planning stage.

Audio-Visual Unit

The Audio-Visual Unit of the Centre has finalised the pamphlet on "Use of Audio-Visual Aids".

Library

The Library of the Centre has now 4,210 books.

Assistance to Voluntary Educational Organisations

Grants were released to Voluntary Educational Organisations as indicated below for development of their activities in the field of Social Education on the basis of sanctions issued during the previous years:—

Name of the Organisation	Amount of grant sanctioned
	Rs.
Ramakrishna Mission Institute of Culture, Calcutta	50,000
Ramakrishna Mission Boys Home, Rohra, 24 Parganas, West Bengal.	1,000

Scheme of Setting up Experimental Adult Schools in the Country

The scheme of setting up experimental adult schools started in July, 1957 entered the final stage and students are being given the final tests.

Production of Literature for Neo-Literates

Over three hundred books and manuscripts in various languages were received under the 7th Prize competition for the production of literature for neo-literates. These are being sent to diffierent panels of reviewers for evaluation.

National Book Trust

The National Book trust has been sanctioned a sum of Rs. 50,000 as grant-in-aid for carrying out its activities during the first half of the year 1960-61.

The Trust has released the following six more books for sale through the Publication Division of the Ministry of Information and Broadcasting:—

(*i*) to (*iv*) *India Today and Tomorrow* by Shri Jawaharlal Nehru, in Hindi, Marathi, Malayalam and Telugu.

(*v*) *Memoirs of My Working Life* by Dr. Sir M. Visvesvaraya, in English.

(*vi*) *Mahaparinirvanner Katha*, by Dr. S. Dutt, in Bengali.

Hindi Vishwa Bharati

The sixth volume of the Hindi Encyclopaedia entitled "Hindi Vishwa Bharati" which is being published by M/s Hindi Vishwa Bharati, Lucknow, in 10 volumes, with Government subsidy has been published and is now available in the market.

Central Braille Press, Dehra Dun

The Central Braille Press, Dehra Dun, has been declared a permanent organisation.

The Children Bill, 1960

The Children Bill, 1960 was discussed in the Lok Sabha on 29th April, 1960 and was referred by the Lok Sabha to a Joint Select Committee consisting of thirty members from the Lok Sabha and the Rajya Sabha.

Central Social Welfare Board

Grants-in-aid amounting to Rs. 68,03,250 were given to the Central Social Welfare Board, during the period under review.

Rehabilitation of Displaced Persons and Students

42 certificates of Indian nationals received from the Government of Pakistan, through the High Commission of India in Pakistan, Karachi, were despatched to the persons concerned.

Six displaced students pursuing various courses of studies have been granted financial assistance through the Social Welfare and Rehabilitation Directorate, New Delhi, involving an expenditure of Rs. 660.

Rs. 9,06,800 has been sanctioned in favour of the various State Governments and Union Territories for granting financial assistance to displaced students from West Pakistan.

YOUTH WELFARE AND PHYSICAL EDUCATION

Labour & Social Service Camps

Rs. 9,10,021 has been paid as grants to the Bharat Sevak Samaj, N.C.C. Directorate (Ministry of Defence), Y.M.C.A. and the University of Kerala for conducting approximately 660 Labour and Social Service Camps.

Campus Work Projects

Rs. 9,51,393 has been sanctioned to Universities and State Governments as instalments of grants for the projects approved during the years 1957-58, 1958-59, 1959-60 and 1st instalment of grants for 83 new projects approved during the current financial year.

National Discipline Scheme

Although the schools have closed for their summer semester, about 800 N.D.S. instructor-trainees have been receiving instruction in four training Camps at Ambala, Alwar, Poona and Rajpura.

Physical Education & Recreation

Financial Assistance

The following grants have been sanctioned under the various schemes :—

Rs. 20,000 to the Maharashtrya Mandal, Poona, as the second instalment of Govt. of India's contribution to cover 50% of the expenditure on the construction of a Hall by the Mandal for the Certificate Course in Physical Education.

Rs. 34,600 to the K.S.M.Y.M. Samiti, Lonavala, Poona, for the promotion of scientific research in Yoga.

Rs. 500 to the Gujarat Research Society, Bombay, as the last instalment of the Government of India's contribution of Rs. 10,000 for the Society's research project of Survey of Weights and Heights of School Children.

Rs. 4,400 has been sanctioned to cover the payment of scholarship to the two scholarship holders under the Ministry's Scheme of Award of Scholarships for Study and Research in Indigenous Physical Activities.

Rs. 4 lakhs to the Board of Governors, Lakshmibai College of Physical Education Gwalior, to meet the recurring expenditure of the College and expenditure on the construction of buildings.

Schemes of Study and Research in Indigenous Physical Education

In accordance with the Government of India's decision to award scholarships every year of Rs. 200 p.m. for a period of one year for study and research in indigenous physical activities, the Ministry of Education have invited applications for 1960-61 for study and research in Yoga, Malkhamb, Patta Jambia, Wrestling, Lezium, Lathi, Gymnastics and Classical and Folk Dances.

Minimum qualifications for the award of the scholarship are:—

(*a*) Degree of an Indian University with Diploma in Physical Education;

(*b*) Not less than three years experience of teaching Physical Education in an educational institution;

(*c*) Age should not be less than 22 years and not more than 30 years.

Competence in the practical aspect of the activity or activities is desirable.

Sports and Games

The following grants-in-aid were sanctioned :—

Rs. 1,25,000 in favour of the Rajkumari Sports Coaching Scheme, New Delhi, for meeting the expenses on the scheme during 1960-61.

Rs. 1,968 in favour of the Amateur Athletic Federation of India, Patiala, for meeting the expenses on the visit of an Indian Athlete's team to Ceylon.

Rs. 3,581 in favour of the National Rifle Association of India, New Delhi, for meeting the salary of the paid Assistant Secretary attached to the Association.

Rs. 14,250 in favour of the Indian Hockey Federation, Patiala, to meet 75% of the admissible expenditure on the Coaching Camps at Hyderabad and Srinagar.

National Institute of Sports

The first meeting of the Boards of Governors, National Institute of Sports, was held in the Ministry of Education on 18th May, 1960.

The Board adopted its draft constitution. It was decided that the Institute may be registered as a Society under the Societies' Registration Act XXI of 1860.

The Board decided to appoint a Director to hold charge of the Institute. It was also decided that the Institute should start functioning from the 1st December, 1960 at Patiala.

A Sub-Committee to draft rules for admission, Syllabus of studies, bye-laws etc., was also appointed.

The following grants were sanctioned:—

Rs. 1,501 in favour of the Rajasthan State Sports Council, Jaipur, for meeting the salary of paid Assistant Secretary, attached to the Council.

Rs. 31,882 in favour of the All-India Lawn Tennis Association, New Delhi, for meeting expenses on the visit of a Junior Tennis Team to U.K. and the continent.

Rs. 7,435 in favour of the Basketball Federation of India, Jaipur, for meeting the salary of the Assistant Secretary attached to the Federation.

Rs. 4,715 in favour of the Services Sports Control Board, New Delhi, for meeting the expenses on the visit of an Indian Athletic team to West Germany.

Rs. 8,715 in favour of the All-India Football Federation, Bombay, for the visit of the Indian Football team to Afghanistan.

Rs. 982 in favour of the Amateur Athletic Federation of India, Patiala, for meeting the expenditure incurred on the invitation meeting held for the American Track and Field Team in April, 1959 at Delhi.

Rs. 2,537 in favour of the Kerala Sports Council, Trivandrum, for meeting the salary of the paid Assistant Secretary attached to the Council.

Rs. 2,936 in favour of the Swimming Federation of India, Calcutta, for meeting the deficit on the National Aquatic Championship held at Bombay in November, 1959.

The interest free loan of Rs. 1,10,500 sanctioned to the Indian Olympic Association has been converted into a grant-in-aid.

Scouting and Guiding

The Government of India have agreed to the payment of a grant of Rs. 30,000 for meeting part of the expenditure to be incurred by the Delhi State Bharat Scouts and Guides, on the construction of a Swimming Pool at their camping site near Humayun's Tomb. The first instalment of Rs. 10,000 was sanctioned for the purpose.

Payment of another grant of Rs. 775 to the State Bharat Scouts and Guides, Delhi, for the construction of an open air pavilion at their camping site has been approved. The first instalment of Rs. 3,000 was sanctioned for the purpose.

The following grants-in-aid were sanctioned:—

Rs. 3,500 in favour of the Bharat Scouts and Guides, National Headquarters, New Delhi, for deputing two representatives for participation in the World Conference of Girl Guides and International Commissioner's Meeting in Greece and Golden Jubilee Celebrations in the United Kingdom.

Rs. 3,414 in favour of the National Headquarters, Bharat Scouts and Guides, New Delhi, for organising two training Camps by the U. P. State Bharat Scouts and Guides.

Rs. 15,021 in favour of the National Headquarters, Bharat Scouts and Guides, New Delhi, for meeting 50% of the cost of the return air fare by tourist class on deputation of a contingent of nine guides including a leader to participate in the Golden Jubilee Celebrations of Guiding in the U.K. in July-August, 1960.

Youth Leadership Training Camp

A Youth Leadership Training Camp was held at Lovedale (Nilgiris Hills) from 20th June to 4th July, 1960. This was the tenth camp in the series which was attended by 27 teachers from the universities of Calcutta, Bombay, Jabalpur, Gorakhpur, Vikram, Andhra, Kerala, Madras, Gujarat and Marathwada for a short-term training in the techniques of organising Youth Welfare activities in educational institutions. The training was imparted through talks and discussions by experts on different subjects of vital importance on Youth Welfare. The entire expenditure to the tune of Rs. 7,145 incurred on the camp was borne by the Ministry.

Apart from the camps which are directly conducted by the Ministry, the universities are also requested to undertake these projects for which they are eligible to a grant of up to Rs. 3,000 to meet 75% of the expenditure. During the period beginning from April, 1960, grants of Rs. 1,741 and Rs. 4,565 have been sanctioned to the Punjab and Gujarat Universities respectively.

Students Tour

Rs. 3,03,400 has been allotted to the State Governments for distribution among the eligible educational institutions for educational tours. In addition, a sum of Rs. 7,014 has been sanctioned to seven institutions directly.

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

Recognition of Hindi Examinations conducted by Private Hindi Organisations

On the recommendations of the Hindi Siksha Samiti, the Government of India have, for the purposes of employment under them, recognised the Hindi Examinations conducted by the following organisations for the standard of Hindi indicated against each. The recognition is in regard to the standard of Hindi prescribed in the equivalent examinations and is not to be treated as equivalent to full fledged certificates and or Degrees granted by Universities:—

Name of the Organization	Name of the Examinations Recognized	Standard of Hindi Prescribed in the Equivalent Examination
1. Hindi Sahitya Sammelan, Allahabad	Prathma Madhyama (Visharad)	Matric B.A.
	Uttama (Sahitya Rattan)	Higher than B.A. but not equivalent to M.A.
2. Rashtrabhasha Prachar Samiti, Wardha	Parichaya Kevid Ratna	Matric Inter B.A.
3. Prayag Mahila Vidyapith, Allahabad	Vidushi Saraswati	Inter B.A.
4. Hindi Vidyapith, Deoghar	Praveshika Sahityabhushan Sahityalankar	Matric Inter B.A.
5. Travancore Hindi Prachar Sabha, Trivandrum	Pravesh Bhooshan	Matric Inter

Name of th Organization	Name of the Examinations Recognized	Standard of Hindi Prescribed in the Equivalent Examination
6. Assam Rashtrabhasha Prachar Samiti, Gauhati ..	Prabodh Visharad	Matric Inter
7. Hindi Prachar Sabha, Hyderabad	Visharad Bhushan Vidwan	Matric Inter B.A.
8. Bombay Hindi Vidyapith, Bombay	Uttama Bhasha Ratna Sahitya Sudhakar	Matric Inter B.A.
9. Maharashtra Rashtrabhasha Sabha, Poona	Prabodh Pravin Pandit	Matric Inter B.A.
10. Manipur Hindi Parishad, Imphal	Prabodh Visharad	Matric Inter
11. Akhil Bharatiya Hindi Parishad, Agra	Parangat	B.A.
12. Mysore Hindi Prachar Parishad, Bangalore ..	Pravesh Uttama Ratna •	Matric Inter B.A.
13. Gujarat Vidyapith, Ahmedabad	Tisri Vinit Sevak	Matric Inter B.A.
14. Dakshin Bharat Hindi Prachar Sabha, Madras ..	Praveshika Visharad Praveen	Matric Inter B.A.
15. Hindustani Prachar Sabha, Bombay	Qabil Vidwan	Matric Inter

Remarks

(*i*) The examinations mentioned in column 2 conducted up to the end of the year 1960 by all the organisations mentioned in column 1 have been recognised.

(*ii*) Recognition to the examinations in respect of organisations from Serial No. 1 to 13 has been accorded for a further period of three years, *i.e*, up to the end of the year 1963. Thereafter, the position will be reviewed.

(*iii*) Recognition to the examinations conducted by the Gujarat Vidyapith, Ahmedabad (Serial No. 13) has been accorded in respect of only those candidates who answered the question papers in the examinations through the Devanagari Script and the Vidyapith should mention this fact clearly in the certificates and diplomas in future. As regards the diplomas already issued, the candidates should get a certificate from the Vidyapith that they passed the examinations through the medium of Devanagari script.

(*iv*) Recognition for a further period beyond the year 1960, to the examinations conducted by the Dakshin Bharat Hindi Prachar Sabha, Madras, and Hindustani Prachar Sabha, Bombay, (Serial Nos. 14 and 15 respectively) is under consideration of Government.

Finalisation of Devanagari Alphabet Chart

The need for reforming the Devanagari script arose partly as a result of the necessity of standardising the shape and form of its characters and partly because of the requirements of typewriting and printing. The Government of India have now accepted the form of Devanagari script as given in the finalized alphabet chart brought out by the Central Hindi Directorate.

Translation Work

The Government of India have decided to initiate a project on translation and preparation of Standard books and text books on sciences, technology and humanities through Universities and academic agencies to help smooth change-over from English to Hindi. The work will be entrusted to the Universities and the academic bodies of the State Governments interested in the work. To begin with two hundred titles have been selected for translation into Hindi. The technical terms finally approved by the Government of India will compulsorily be used in these works.

Board of Scientific Terminology

Total number of terms evolved up to 30th June, 1960 is 248,039 and the total number approved by the Expert Committees up to the above date is 127,935.

Grants to Voluntary Organisations

The following grants have been sanctioned during the period under review:—

Name of the Organisation	*Amount*	*Purpose*
Bhartiya Hindi Parishad, Allahabad.	3,000	*Ad-hoc* grant for meeting expenditure on holding 17th session of the Parishad at Delhi.
Akhil Bhartiya Hindi Parishad, Agra.	23,000	For the training of Hindi teachers at Akhil Bhartiya Hindi Mahavidyalaya, Agra.

Award of Prizes on Best Hindi Books

The last date for receipt of entries for the fourth competition was extended up to 30th September, 1960.

SCHOLARSHIPS

FOR STUDIES ABROAD

Government of India Schemes

Foreign Languages Scholarships Scheme

The names of the 15 candidates selected for 1959-60 have been announced; their placement in institutions abroad is being arranged.

Applications for 15 scholarships for 1960-61 have been invited.

Programme for Exchange of Scholars Between India and China—1960-61

The proposal for the exchange of 6 scholars is under consideration.

Partial Financial Assistance (Loan) Scheme

Applications for partial financial assistance from 18 students were received. Loans amounting to Rs. 3,199·99 have been sanctioned. Rs. 1,973·65 has been recovered from students who were given loans in the past.

Union Territories Overseas Scholarships, 1960-61

The name of the selected candidate has been announced.

Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes Candidates

Applications for 12 passage grants (four each for three categories of students) to be awarded to candidates who are in receipt of merit scholarships but without passage cost, were invited by 15th July, 1960.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Overseas Scholarships Scheme, 1960-61

Applications for 12 scholarships (four each for the three categories of students) have been invited by 1st August, 1960, through the Union Public Service Commission.

Awards Made by Foreign Governments/International Organisations/Institutions

British Council Scholarships, 1960-61

Names of 20 candidates have been recommended to the Council for award of 14 scholarships.

Canadian Council Fellowships, 1960-61

Names of seven candidates have been recommended to the Canadian Council.

Bulgarian Government Scholarships, 1960-61

Applications for two scholarships have been invited.

Commonwealth Society for the Deaf U.K. Scholarships, 1960-61

Applications for six scholarships have been invited.

Danish Government Scholarships, 1960-61

Names of four candidates have been recommended to the Danish Government for award of the two scholarships.

French Government Scholarships, 1960-61

Applications for nine scholarships have been received and are under consideration.

Imperial Relations Trust (London University Institute of Education) Fellowships, 1960-61

Names of two candidates have been recommended to the Trust for award of the two fellowships.

Spanish Government Scholarship, 1960-61

Applications for one scholarship have been invited.

Turkish Government Scholarship, 1960-61

Selection for one scholarship is in progress.

Swedish Government Scholarships, 1960-61

Names of two candidates have been recommended to the Swedish Government for award of the two scholarships.

Unesco Fellowships for Study of Journalism, 1960-61

Selection for one scholarship is in progress.

Unesco Fellowship for Production of Reading Material for Neo-Literates, 1960-61

Selection for one scholarship is in progress.

Unesco Grants for Regional Cultural Studies—Offer of one Fellowship to an Indian National, 1960-61

Selection of one scholarship is in progress.

Commonwealth Scholarships/Fellowships Plan-Conference at the Merkers College, Uganda, on Teaching of English as Second Language, 1961

It has been decided to participate in the Conference to be held in January, 1961; One delegate will be sent.

FOR STUDIES IN INDIA

For Foreign Nationals

Government of India Schemes

General Scholarships Scheme, 1960-61

Five more candidates have been selected, bringing the total to 123; selections for the remaining 17 scholarships have yet to be made.

Commonwealth Scholarships/Fellowships, Scheme 1960-61

The 50 Scholarships/Fellowships to be offered to foreign nationals have been allocated as under :—

U.K.	3
Canada	2
Australia	2
Newzealand	1
Pakistan	4
Ceylon	2
Malaya	3
Ghana	3
South Africa	2
Kenya	3
Uganda	3
Tanganyika	3
Zanzibar	1
British West Indies	2
British Guiana	2
Fiji	1
Mauritius	2
Nigeria	3
Aden	1
Northern Rhodesia	2
Southern Rhodesia	2
Nyasaland	2
British Protectorates in Persian Gulf	1
	50

Second Commonwealth Education Conference, 1961-62

It has been decided to hold the Conference in New Delhi from 11th to 25th January, 1962.

Fellowships/Scholarships Offered by Unesco

Study tour/observation programmes for a national each from Belgium and Denmark have been arranged; the candidates are scheduled to come in October/December, 1960 respectively. Arrangements for Study tour/observation programmes for a national each from Greece, Italy and Sweden and two from Chile are being made.

For Indian Nationals

Merit Scholarships in Residential Schools, 1960-61

Applications for 1960-61 scholarships have been invited through the State Governments.

Post-Matric Merit Scholarships Scheme, 1960-61

Applications for 200 scholarships have been invited through the State Governments.

Research Scholarships in Humanities

Names of the 29 candidates, whose selections for 1959-60 have so far been finalised, have been announced.

Applications for 100 scholarships for 1960-61 have been invited through the Universities.

Scholarships for Higher Studies in Hindi for Students belonging to non-Hindi Speaking States, 1960-61

Applications for 110 scholarships have been invited through the State Governments.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships for Post-Matriculation Studies, 1960-61

Grants amounting to Rs. 2,22,87,300 have been placed at the disposal of the State Governments and Union Administrations for awards of scholarships during 1960-61.

Scholarships/Other Educational Facilities to the Children of Political Sufferers, 1960-61

The State Governments of Andhra Pradesh, Bihar, Mysore, Orissa and Uttar Pradesh and the Union Administrations of Delhi, Manipur and Tripura have so far agreed to implement the scheme in accordance with the pattern suggested by the Government of India.

RESEARCH AND PUBLICATIONS

In order to provide a forum for the discussion of problems connected with Educational Administration this Ministry has decided to bring out a Quarterly Journal entitled "The Indian Journal of Educational Administration and Research". The first issue of the journal is out.

Rs. 16,100 has been sanctioned to Gujarat Research Society, Bombay, to carry on research on a project entitled, "Construction and Standardisation of Achievement Tests for Children in Secondary Schools—Class V to VII in Gujarat", under the Ministry's scheme of Assistance for Research in problems connected with Secondary Education.

Educational Information

2,083 enquiries regarding educational facilities available in India and abroad were attended to during the period under report. A large number of visitors took advantage of the Information Library maintained in the Unit. The Information Section has undertaken the compilation of a pamphlet on "*Facilities for Studies in India—Education, Law and Journalism*" which will be of benefit to students seeking information about professional studies in India.

Publications

The following publications have been brought out during the period under Report:

1. Youth—Summer 1960 Issue.
2. The Education Quarterly—Summer 1960 issue.
3. Ministry of Education of India—Report on Educational Progress in 1959-60.
4. Catalogue of Priced Publications.
5. Report of the Regional Seminars on The Orientation of Elementary Schools Towards the Basic Pattern.

947 copies of publications were sold at the Casual Sales Depot of the Ministry during the period under report.

Educational Statistics

The publication entitled "Directory of Institutions for Higher Education, 1959" was brought out.

During the period under report, the statistics of nine States and nine Universities were scrutinised and discrepancies pointed out wherever necessary. Besides, the statistics of two Centrally Administered Areas were also checked.

Seventeen important statistical enquiries were attended to during the period under report.

NATIONAL ARCHIVES OF INDIA

Acquisition

33 authenticated copies of Bills of States assented to by the President, 1 map and 30 folded documents were received for custody. 7 documents and 3 manuscripts were acquired. 89 books including 1 book of Imperial Farmans and 10 documents and manuscripts were accessioned and 1,123 periodicals and other papers registered. Besides, 2 personal letters of Dr. N.B. Khare and some personal papers of Sir Jahangir C. Coyajee were received as gifts from Dr. N.B. Khare and Shri Talayar Khan respectively.

Repair and Rehabilitation

Amongst the several thousands of sheets of records and maps etc., laminated, repaired, bound or mounted, deacidified or otherwise scientifically treated for preservation. Special mention has to be made of the repair of a Scrole of the Holy Quran, another bearing Egyptian scripts; 364 letters and documents of Gandhiji and repair and binding of two manuscript copies of the Holy Quran.

Research and Reference

1,720 pages of excerpts from records were released to research scholars. The archival survey of Central Government Departments and of records of the former Central India States Agency was continued.

Technical and Advisory Service

Photo-duplication service was rendered, among others to the Italian Embassy, Dr. Wyon, Swami Nischalananda, Dr. Ralph H. Retzlaff, the Sadar-i-Riyasat of Jammu and Kashmir State, the International Academy of Indian Culture, the Gandhi Samarak Nidhi, the All-India Congress Committee and the Indian School of International Studies.

Information on various aspects and problems of preservation, and the free service facilities available in the Department was supplied to several offices and individuals. The offices of the Ministry of Scientific Research and Cultural Affairs and the Indian Agricultural Research Institute were inspected, and on-the-spot advice given on preservation of their records from white ants.

Research Laboratory

A sample of the paper used by the Government Press, Calcutta for preparing and printing docket-covers was examined with a view to ascertaining its durability. A sample of tissue paper and 17 samples of long cloth were tested for their suitability for repair of records and mounting of maps respectively.

Photo Duplication

The microfilming of the series of records "Home Department Miscellaneous Series" was continued and 56,099 exposures were made. The microfilming of rare and precious manuscripts from the Raza Library, Rampur, was also continued. Besides 5, 595 enlarged prints, 5,640 photostat copies and 923 feet of positive prints were prepared and 2,790 feet of microfilm reels developed and 105 reels checked.

Publication

Further progress was made in printing volumes IV, VI and XV of the Fort William-India-House Correspondence, Volume XI of the Indian Archives and Part I of the Volume on "Selections from Educational Records". Fresh matter (covering over 350 pages) for inclusion in volume XV of the Fort William-India-House Correspondence was checked, compared and sent to the press. Fresh matter for volume XIV of the series was also checked and compared. The "Bulletin of Research Theses and Dissertations" was brought out. Progress was also maintained

in compiling volume XII (1796-97) and revising volume XI of the Calendar of Persian Correspondence, listing documents (in languages other than Persian) found among the Persian records of the Department and preparing an Index to the Foreign and Political Department's records (1781-83).

Indian Historical Records Commission

The first meeting of the National Register Committee was held on 7th April, 1960. The proceedings of the meeting were circulated to the members of the Committee and State Committees. Papers were invited for inclusion in the "Brochure of papers" to be published in connection with the 36th Session of the Indian Historical Records Commission.

Training in Archive Science

Theoretical and practical training in Archive-Science was imparted to the Diploma-Course Trainees.

Applications have been invited for the next session of the training course commencing from 1st September, 1960. Copies of the "Information Circular" on training and application-forms were sent to all Ministries of the Government of India as well as the attached and subordinate offices, all State Governments, State Record Offices, Universities and other learned institutions in India to enable them to nominate their candidates for the next training session.

Exhibition

298 visitors including the Sadar-i-Riyasat of Kashmir, Yuvaraj Karan Singh, the trainees of the Secretariat Training School, New Delhi and the National Defence Acadmy, Mussoorie were shown round the Department.

Regional Office, Bhopal

100 letters of the Mutiny Papers were listed.

Facilities were provided for officials of the Gazetteer's Unit of the Government of Madhya Pradesh to consult records in connection with the revision of the District Gazetteers.

NATIONAL REGISTER OF EXPERTS AND RESEARCH WORKERS IN AUDIO-VISUAL EDUCATION

To maintain a National Register of Research Workers/Experts in the field of Audio-Visual Education, the National Institute of Audio-Visual Education invites names for inclusion in the list.

The names with details of academic qualifications, age and nature of research done may please be communicated to :

The Director
NATIONAL INSTITUTE OF AUDIO-VISUAL EDUCATION
MINISTRY OF EDUCATION
INDRAPRASTHA ESTATE, RING ROAD, NEW DELHI

EDUCATION AND TRAINING FOR THE BLIND IN INDIA

"The public must learn that the blind man is neither a genius nor a freak nor an idiot. He has a mind which can be educated, a hand which can be trained, ambition which it is right for him to strive to realise, and it is the duty of the public to help him to make the best of himself so that he can win light through work."

—MISS HELEN KELLER

THE ARRIVAL OF A BLIND CHILD in the family is regarded as a misfortune. While in the case of the poor he is usually neglected, in the case of the rich he is pampered. If not properly educated and trained, he becomes an economic liability with the poor, and commands luxurious indulgence with the rich.

In the absence of any statistics available no accurate estimate of the number of blind children can be given; but it is said that there are about 1,800,000 blind people in India—perhaps the highest number in a single country in the world. The Government of India is now organising a random sample survey of the blind in big cities, and then it may be possible to have a right estimate of the number.

In early times blind children were neglected all over the world. They were treated no better than domestic animals. They grew up knowing nothing save begging. However in India, because the history and legend of the people were carried by word of mouth, the blind often became prophets and high priests. The well-known poet Surdas was blind but he reached eminence.

During the middle ages in Europe, the blind were considered able only to walk in the streets singing and playing for entertainment or acting as stupid fools for the street crowd from whom they begged. The first earnest efforts to educate the blind were made in 1784 by Valentine Hauy, a brilliant sympathetic Frenchman who had been moved by the plight of the blind persons. He started in Paris in that year a school for the blind with only one pupil, and successfully demonstrated that the blind could be taught the things that other children learned. This school, the first school for the blind in the world, is still working.

In the United States of America education for the blind started with the founding of three schools in 1832 in New York, Boston, Philadelphia. To-day each state provides free education for all its blind children. There are 53 residential schools and 24 public school classes for the blind. These schools have same education for the blind as the regular schools have for sighted children. Special emphasis is placed on physical education and handicrafts.

In the United Kingdom efforts to give education and training for the blind started much earlier. The first centre for the education and training for the blind in U.K. was started in 1791. Since then it has developed into a well-integrated system providing a comprehensive service for the blind of every description to bring education, independence and social security to them. It is the responsibility of the local authority to provide these facilities for the Blind.

Schools in India

In India the first school for the education and training of the blind was started at Amritsar (Punjab) in 1887 which later shifted to Rajpura and then to Dehradun where it is still working. Later on towards the close of the last century two schools for the blind were set up in Calcutta; and in the beginning of the present century two such schools were started in Bombay. Soon after a number of schools for the blind were opened in all the provinces (now states) in India. At present we have about 50 institutions for the blind in this country imparting education and training to 1,500 students. Almost all the schools with the exception of only a few are run by voluntary organizations with Government aid. The

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Central Social Welfare Board also gives liberal aid to such institutions.

In June, 1950 the Union Education Ministry founded the Training Centre for the Adult Blind at Dehradun open to all blind adult males. It has accommodation and training facilities for 150 trainees who are provided with free board, lodging and instructions and a small pocket allowance to cover the incidental expenses. Training at the Centre is primarily vocational and prepares the trainees for some remunerative occupations. Instructions are provided in a large number of useful crafts such as weaving, spinning, net making, basket making, caning of chairs, plastic moulding and candle making. Academic education is also provided to those who need it. Music classes are held for those who have a special aptitude for it.

Later on in 1957 the first training centre for the adult blind women was also set up at Dehradun on lines similar to that of the adult blind men. In January, 1959 a model school for blind children with facilities for kindergarten and primary classes was set up by the Education Ministry at Dehradun.

There are schemes under the Third Five-Year Plan to set up a number of sheltered workshops for the employment of the blind and other categories of the handicapped in important places in the country. In such workshops the workers will work or take work home and bring the finished products.

Employing the Handicapped

Placement in jobs of the blind is a very difficult work and a specialised one and so the Government has started a pilot employment office for the handicapped under the Employment Organization at Bombay to help the blind to secure jobs in industries and work centres. Similar employment offices are scheduled to be opened in other industrial cities. It has been the experience of the Indian industrialists that the blind in industries give equal and sometimes more out-turn than the sighted persons since the blind is exclusively concerned with the job and has no outside attraction. In the matter of discipline, punctuality and concentration in work he is second to none.

Unlike the western countries there is neither a home teacher service nor any correspondence courses for the blind available in this country for the benefit of those persons who become blind late in life and are not in a position to attend a regular institution for the blind. A home teacher is essentially a case worker who establishes rapport with the client, aids him in facing his problems realistically and is able to motivate him in arousing responsibility and a healthy attitude.

Braille System

Education to the blind is imparted through Braille system. On the recommendations of Unesco, a common Braille code has been evolved for all Indian languages and it is known as Bharati Braille. This code is in conformity with Braille codes of Ceylon and Malaya. The Bharati Braille code is now being used by almost all the institutions in India.

Braille is a system of embossed characters formed by using combination of six embossed dots arranged in three lines. The system was perfected by Louis Braille in 1829.

Writings or books published in Braille are read with fingers running lightly over the raised dots. For writing instead of pencil and paper a blind person uses slate and stylus and guide, generally about 8½″ by 2″ in which the paper is inserted ready for writing. The actual writing is done by means of a steel pen, or stylus which has a knob on the end with which to hold it. The stylus is used to punch out the Braille dots by hand. Blind boys and girls use Braille writers when they wish to do their work much faster. It is just like a typewriter in use. Because the Braille letters are big and occupy much space many words of common use such as "the" are abbreviated.

The Braille system is used not only for ordinary writing but also for mathematical and scientific notations. In fact blind children read and write Braille very much as seeing boys and girls read and write. Thus books published in Braille are read by the blind by running fingers just as seeing children read with eyesight.

Special subjects are also taught. Much emphasis is placed on physical education and

exercise for blind boys and girls so that they may grow healthy and strong. They are taught handwork in order to acquire ease of motion and to train them in some trade so that they can earn their living. Leather craft, upholstering of furniture, doll making, laundery work, chair recaning, basket weaving, rug weaving, broom making, net making, music, sewing, cooking, house keeping are some of the crafts taught to them.

Their personality is developed and they are taught the correct ways of behaviour. There are usually some unsightly physical manipulation such as swinging of head, sticking fingers into eyes, smiling in a vacant way, moving hands before the eyes etc. which are handled with tact and care.

Literature

During the recent years when the schools for the blind were established in the country on a larger scale, one of the greatest needs was for an ample supply of embossed books and special apparatus to be used in teaching the blind. The very small number of blind purchasers and the specialised nature of embossed printing resulted in such high production costs that the printing of these books could not be undertaken as a commercial enterprise. A Central Braille Printing House was, therefore, set up at Dehradun by the Government of India in the year 1950 to supply at cheap rates the books for the blind. It supplies textbooks in Bharati Braille and other school material of a specialised nature to the schools and classes for the blind in India.

A circulating library is the need as the blind will never be able to possess a book for the cost is too high. The books and magazines of a general nature printed in Braille could be passed on from one blind reader to another until each issue is read by a large number of persons in that area. Indoor games material specially suited to the blind could also be lent through this agency. This service can very well be started by the Braille Printing Press of the Central Government at Dehradun.

To meet the literary needs of the thousands of blind people who will never learn to read with their fingers the talking book has been developed in other countries specially the United States of America. This is a phonographic book record. Novels and other books are recorded on long playing records just as are songs and dance pieces. To read a talking book the blind person plays the records on a special type of phonographic machine. These are called talking book machines and are furnished on free loan to blind persons. Since these are very costly it is not possible for a blind person to own them. The machine is also given free to them by the state. We in India need such a service for the blind so that a blind could write to the nearest library for the blind for the book he wants and it could be sent post free to him. The return of the book is also post free for him.

Some Facilities

Since 1958 free postal facilities are available in India for literature for the blind. The Indian post and telegraph department has exempted literature packets for the blind from payment of postage charges. The facility of free postal transmission is allowed to all literature intended for use of the blind not only within India but even to foreign countries. On an average 25,500 such packets for the blind are posted annually in this country.

A blind person on presenting at the railway station booking office a certificate from a registered medical practitioner to the effect of his blindness can obtain the concession ticket. He need not go to the Railway office for a concession order. A blind person accompanied by an attendant can travel on payment of only one single fare for the class by which they travel. A blind person travelling alone will get the ticket at one fourth of the usual fare.

There is adequate provision for scholarships for the blind and other categories of the handicapped. An *ad hoc* provision of Rs. 2,00,000 in 1960-61 exists for grants to institutions conducting training and research in social welfare and education of the handicapped.

Thus it will be seen that India is forging ahead in making provision for the care, education and training of its blind persons. The aim of all these facilities is to encourage them to be independent persons.

LITERACY FOR THE MILLIONS*

"THE STATE SHALL ENDEAVOUR to provide free and compulsory education to all children until they attain the age of 14", so runs Article 45 of our Constitution. The current year 1960 is the deadline we had originally set for carrying out this constitutional directive. That it is a directive of considerable moment cannot be denied, for we cannot have mighty industrial projects set in motion and plan for a prosperous future on the one hand, and at the same time let our millions remain in a state of ignorance. But, in fixing the time limit at 1960, we overlooked the sheer number of infants whom our literacy drive had to cover. There was also, of course, the question of finance to consider. It shakes one to read the findings of the committee set up in 1950 which worked out the financial implications of educational development in India. The findings show that to give free and compulsory (*a*) Primary education to all children between the ages 6-14, (*b*) Secondary education for 20% of those completing (*a*), (*c*) University education for about ten per cent of those passing the High School and (*d*) a modest amount of technical education would cost nearly four hundred crores of rupees annually. This does not take into account the 200 crores of rupees required for school buildings. Now let us set against these the *actual* amount we spent in 1949-50, *i.e.*, a 100 crores of rupees and we have an idea of what we are up against ! The gulf between the money *actually* spent and the money *required* to be spent is about as formidable as the gulf between the educated few and the uneducated many.

So in the light of economic realities, the problem had to be pondered over afresh. The Educational Panel of the Planning Commission has now recommended that the provision of universal, free and compulsory Primary education to our children up to 14 years could only be taken as our *ultimate* aim. But as an *immediate* measure, we should concentrate on providing this education to all our children up to the age of 11. The task of introducing it should be completed by 1965-66. This is just as well, for the task is urgent, a point that needs no elaboration. The immensity of the task and the inadequacy of resources should not be allowed to deter us from making the effort and making it with sustained vigour. To wake up to the problem by fits and starts or to make perfunctory efforts would be to do no better than the dormouse in *Alice in Wonderland*. It woke up only to eat and with eating done, it went back to sleep again!

No doubt, the problem is colossal. The more one thinks about it, the deeper one's awareness becomes of its magnitude. The number of children, the rate of population—progressively on the increase; funds, teachers, school buildings—in short supply. The figures make staggering reading. In 1950 out of a total population of about 690 lakhs of children in the age group 6-14, only 210 lakhs of pupils were attending Primary and Middle classes. The enrolment increased to about 300 lakhs by the end of the first Plan. Simultaneously, during the same period the population of this age-group had risen to 750 lakhs. It is these hard, down-to-earth facts that led the Educational Panel of the Planning Commission to recommend, as a practical measure, the concentration of our literacy drive on the children of the age-group 6-11.

During the first Five-Year Plan, we attempted to raise the percentage of enrolment at the Primary stage of this age-group (6-11) from 40 to 53. We expect to raise the figure to 63 during the second Five-Year Plan. And during the third Plan period 1961-66, we are pledged to enrol all our children at the Primary stage. The programme is gigantic, and our experience in implementing it so far has shown the need for economies in all possible directions. Thus, we have had to

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adopt the shift-system, or to increase the pupil-teacher ratio to about 40:1, where practicable.

Taking our country as a whole, the overall figure of enrolment for Primary education by the end of the second Plan, as estimated, is about 330 lakhs. Census reckonings, the average duration of children's attendance at the Primary stage and the number of children from under-age to over-age groups, all taken into account, there will be 532 lakhs children to whom we shall have to provide Primary education before the target date. If we deduct the present estimated enrolment figure of 330 lakhs, we shall be left with 202 lakhs children who will have to be enrolled during the third Plan. As we have stated already, these are overall figures for the entire country and they do not take into account the infinite variations between one State and another.

An educational survey of India was undertaken by Government recently to identify and enunciate every distinct habitation and every Elementary school in the country. The survey has made detailed delimitations of school areas. One of the recommendations of the survey is that single-teacher schools should be provided for habitations with a population of 400 or below. The teacher-pupil ratio in these schools is to be 1:25. Roughly about 40 thousand new single-teacher schools will have to be opened during the third Plan period. The total number of teachers that will be required will be around four lakhs, which includes 0·9 lakhs for the single-teacher schools and 3·2 lakhs for the remaining schools. Needless to say, we have to provide considerable training facilities to these teachers. We have, on the one hand, to expand the existing training facilities and, on the other, to establish new training institutions. Our present calculations show that even with the best will in the world we shall have to wait till the end of the fifth Plan for the provision of the full quantum of *trained* teachers for universal Primary education. In the meantime we have to attract qualified persons, especially those without employment, into the teaching profession, particularly in our rural areas. During the past years we have achieved a reasonable measure of success in this respect. To attract children to school, we have made arrangements, on a limited scale, to supply free mid-day meals to them. The total provision of Rs. 313 crores, the figure worked out in relation to the Primary education drive, is expected to cover the expenditure towards these mid-day meals as well.

This is not the end of the story. The provision of Rs. 313 crores also includes compulsory Primary education for our girls of the age-group 6-11. This poses special problems and it is going to take some doing to get all our girls of this age-group to go to school. We often hear that unless there are women teachers and schools specially set apart for girls, we cannot hope for much success in enforcing our girls to attend schools. There may be some force in this argument, but strangely enough there are instances of girls attending schools where there are only men teachers. Women teachers, however, are required and we have to find them in large numbers and we have to have them trained besides. It is of interest to note that the Central Government gives grants to State Governments on a hundred per cent basis to increase the number of women teachers. To give a fillip to girls to enrol themselves in Primary schools, Government has proposed to give attendance scholarships, prizes, supply books free of cost, free transport, in addition to merit scholarships. There is the larger problem of the education of our women in general and during the third Plan period, schemes for pre-Primary education, the provision of special educational facilities for adult women, to encourage women teachers to work in rural areas, to build hostels for girls and many more facilities have been provided. It will take a number of years before the problem of our women's education can be met adequately. Our immediate aim is to see that girls of the age-group 6-11 are effectively brought into the scheme of compulsory Primary education.

Literacy for the millions! The millions we have so far considered are confined to children of the age-group 6-11. What about the adult millions? A far bigger question and as we settle down to discover the answer, we find that problem follows problem, like Hydea's heads! So far the rate at which

we have raised literacy in the country as a whole is about one per cent per year. If there should be any noticeable advance, the process of wiping out illiteracy, according to calculations by experts, will have to be speeded up to at least two-and-a-half times the present rate. Even fortified and supported by posed Primary education drive, it will take more than twenty years from now to achieve complete eradication of illiteracy.

For a long time, our endeavours in Social education were directed to achieving bare literacy among the adults. The scope of our efforts was later widened so as to cover education in citizenship, health, agriculture and handicrafts. During the first and second Plans, Social education was made an integral part of the Community Projects programme. We spent about four crores of rupees on Social education during the first Plan. We have provided for five crores during the second Plan. During the third Plan, our schemes of Social education take into account the need for basic library service in villages and towns and the provision of a network of vocational courses as well as non-vocational courses for adult men and women. Facilities for education through audio-visual aids are to be increased and it is anticipated that in all we shall require a little over thirty-five crores of rupees during the third Plan period to carry out our programme of Social and Audio-visual education.

To come back to the immediate task on hand, the literacy drive among our infant millions. Instructions in the three R's is not only going to be free and universal, but *compulsory*. This is something quite new in our educational effort and it poses special questions. Legislation there will be but to make compulsion really effective, by and large, we should depend on the professional educators—and the educated public—to draw on their powers of persuasion in getting the children to go to school. They will have to contend against traditional prejudices. And our millions are steeped in tradition. They are like that "being" of the English jingle, "which moves in pre-destinate grooves, in fact not a bus, but a tram". The tram, like tradition, has its points, but its long-established rails should not be allowed to extend their sphere to the open road the bus takes. We are now all set to take our infant millions away from their old grooves and set them on the open road to knowledge. Granting we have every resource at our disposal—men, money, legal sanctions and what have you—we may *yet* miss the bus, without active public cooperation. For on that, ultimately, hinges the success of any democratic effort.

• I should have no objection to repetition of the same life from its beginning, only asking the advantages authors have in a second edition to correct some faults of the first.

—*Benjamin Franklin*

SCHOOL AS A MEMBER OF THE COMMUNITY

Dr. Radhakrishnan, our Vice-President, in his Beatty Memorial lectures at Mc-Gill University, Canada, quoted Dr. Beatty as saying "McGill........must be prepared to teach, not only within the College buildings, but to come off the hill into the streets, into the suburbs and country towns". The Indian Universities similarly should be prepared to teach, not only in the towns, but also in the villages and tiny settlements and, (this is important) must be prepared not only to teach but also to learn from their surroundings. This will follow naturally if my point, which is the title of this paper, is granted. I aim to show that, ideally, the school is a natural and integral member of the community, intimately and necessarily united with it, as a member of the body is with the whole body. That this is not the present state of affairs is an unfortunate malady.

Education in a Village Community

Let us first take the community in its original simplest form——the village.

In such a community, education originally would have consisted in the father passing on his own experiences to his son, teaching him to plough and hunt and fight, and the mother teaching her daughter to cook and spin and sew. One evening round the camp fire one man told a story. He told it rather better than the others. They asked him to repeat it. He did so and then sang a song— a song of the rain and the harvest, a song of fighting and hunting, a wild, strange song, but it pleased the people. It catered to a need. When the story teller got old, some enlightened father or mother thought 'it would be nice to have such a singer and story-teller in our family'. So they sent their youngest or weakest son, with a fowl, to the old man. Two or three other families may have done the same thing and so the first school began. It paid the old man to paint crude pictures and to convey this art to his pupils. Then he would have studied the stars in their courses, the time of rains or of drought and thus have primitive notions of geography and astronomy to impart to his pupils. And so the school developed. If this old man was also the local priest, as is probable, primitive ideas of religion would also be taught. You will notice that this sketch does not come into the age of history as such, but rather that of pre-history or proto-history. Such a school would obviously have left no tangible remains. We can only judge from the oral traditions that were handed down and the way they were handed down.

Now the point to be emphasised is that the school was completely and naturally an integral part of the community in harmony with the community. The boys are trained for life. They may acquire one or two extra skills that help them in life, but they are by no means isolated from their family circle. They fit better into it.

A glance at the history of Western education would show how in fact this connection between education and the community was realised. From Socrates performing his mental midwifery on the young loungers in bazaar to Abolards' setting all Paris aflame with his theological lectures there is a certain harmony between education and the community. Education is a living part of a living body.

There appears to be now in India a sharp line of demarcation between the school and the community. Our task, then, would seem to be to breach this wall. This can best be done by two different but complementary movements; by bringing the school closer to the community and by bringing the community closer to the school.

A lot has already been done in this connection in India. Basic education, with due qualifications and properly administered, is a step in the right direction. One particularly promising movement, is *Sharamdan*. But it must be done in the right spirit. At its ideal best, *Sharamdan* should teach the boys that manual labour, far from being shameful, has a dignity of its own. It should make them understand that village labourers, though uneducated, are not necessarily lesser men than themselves. They may well be greater and finer. On the villagers' side it

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would help them to see that the schools are not 'spoiling' the boys. And let us face it. We are spoiling our boys if all we can give them is an intellectual snobbery that would shrink from letting the hand touch any instrument but the pen.

Fine Arts

But my particular plea is for a closer contact between the school and the community in a special direction, that of the fine arts—literature, music, dance, drama etc. India is being industrialised rapidly. This is useful and even necessary if we are to raise or even maintain present standards in a country of rapidly increasing population. But there is a danger. In catering for the body we may neglect the mind, in raising material standards we may lower cultural and spiritual ones. Man does not live by bread alone. I am not speaking here in a vacuum. I am drawing on our experience in the Industrial Revolution in Europe, particularly in England. Those were years of great material prosperity for some, but also of great spiritual degeneration for most. Money came in, but art, beauty and religion went out. That these latter are the things that really matter is the main point of this paper. I maintain that the soul, mind *Atma*, is more important than and should have preferential treatment to the body matter, *Sharir*.

It seems that India's industrial revolution is following in this respect, much the same pattern as that of England. In India spiritual and cultural values are declining. India seems to be joining the modern tendency to forget God and truth and beauty in quest of bread and money and pleasure. I know All India Radio is continually pouring out *Bhajans* and *rags* and improving talks, but who listens to them ? Just walk down any street in any city. The so called music that is churned out from the innumerable loudspeakers appears to me to be a bastard child, the result of an unhappy union of the worst of East and West. Even if this were not true, but especially if it is, the school as the cultural centre of the community has a vital part to play in transforming and elevating the cultural standards of the community. It is a main function of teachers to combat this deadly tendency, to cater to this vital need, in our schools and out of them. If teachers do not, who will?

Some Practical Suggestions

Let us first take a rural school in a village community as the simplest and the most natural set up. Suppose one evening after work the teacher assembles the villagers and tells them—'Now we are going to show you what the children learn in school'. Then get a child to recite a poem. The poem must be chosen carefully. There is no point in regaling the ruatic crowd with a Hindi equivalent of 'To be or not to be'. In the beginning feed them with milk not meat. There must be a poem like Masefield's 'Renard the Fox', or Newbolt's 'Drake, he's in his hammock'. The poem should have movement and rhythm. It should as much as possible be within the experience and comprehension of the audience. Above all it must be well practised and well recited.

What is the result? The waste of an evening that could have been profitably spent on vocational training or cottage industries. So materialists will say. Wasted, by no means. This is to enrich them where they were poorest; to give them food where they were most hungry; to attempt to supply their greatest need. Their minds have been opened to something new; perhaps a taste has been developed that will leave the way open for much beauty and high pleasure. Man needs beauty. Man has a soul. And the soul cannot feed on dams and power houses. That evening this vital need has been catered for. But the work must not stop there. The teacher must go among the villagers and test their reaction. If they liked it (and it is the teacher's business to have seen that they did) he should give them more and repeat the same. If they are literate, written or typed sheets with the words should be distributed.

A more popular approach is through music and drama, though this needs rather more preparation. There is no need however, for elaborate stage sets and curtains and money. That is necessary if you want to impress the villagers and show them how clever you are. If you want to teach and inspire them just give them the play. The merit of great art lies in itself, not in its trappings. The villagers,

who are simple and understanding people will understand that. If the teacher is good let him recite or sing. Perhaps some of the keener and more talented among the villagers may want to learn. Perhaps the teacher may be able to teach them.

The other side of the coin. What can we get from the villagers? Lots. We should not despise folk art—folk dance, folk music, folk lore. We should remember that classic art of today was the folk art of yesterday. Shakespeare's plays were originally enjoyed most by the hoodlums in the five anna seats and were written for them to enjoy. The classical Greek plays, *Sophocles* and *Euripides* and the rest were produced by popular demand and awarded the laurel by popular acclaim. The villagers should be persuaded to recite and sing and dance. They will be pleased to do so. Then the teacher can learn their songs and dances and keep them.

In the towns the position is more difficult. It is very easy to give a concert for the parents and the rich and educated. But there the schools are neither teaching nor learning, they are just showing off. They are having a negligible influence on the community. They should try going into the factories and give them a concert in their lunch hour.

As for learning, one should see that any concert or film show worthy of visiting is visited by the boys. Local artists should be invited to give performances in the school. Then there is the value of a town for project methods in the social and physical sciences. For that the proximity of a town is invaluable.

The ideas put forward may sound ambitious and idealistic. But free India is a young and strong and healthy country. Let us have and realise our ideals now. We may not have a chance later.

DO YOU KNOW?

- To provide residential and club facilities to foreign students, plans are ready for the construction of three international hostels—one each at Delhi, Bombay and Calcutta—at an estimated total cost of Rs. 40 lakhs.

- About 62 lakhs adults have been made literate in India since Independence.

- The Universities of Marathwada, Kerala, Rajasthan, Annamalai, Saugar, Delhi, Bombay, Aligarh, Andhra, Madras, Mysore, Gujrat, Osmania, Karnatak and Gauhati and Saidar Vallabhbhai Vidyapeeth have agreed to make available their library facilities including library membership to the public.

- The Ministry of Education is considering a proposal to establish during the Third Plan period a number of National Institutes to train women in cooperation, banking and business management, social services, fine arts and public administration.

TEACHING A LANGUAGE

AMONG OTHER THINGS language plays an important part in developing successful individuals in a democracy. The greatest medium to satisfy one's own needs or those of others, language occupies a primary place amidst the things one must achieve for his self-realization. Among the various ways in which the human being is superior to other animals is his ability to use language to facilitate adjustment to his environment. What is more, this superior position of a man can be kept up only on the basis of the use and development of language. Being the most effective way of communicating with others it governs one's enhancing social relationships.

Language is not an end in itself; it is just a means to serve so many ends in the living world. It has no life in it except when it is in use by people. In fact it has no content. It is an activity of people; as such it should be taught as an activity rather than as a subject. It would be better taught through performance and practice than through the study of its structure and its forms.

Ever-Changing

Ever-changing in its quality and ever-growing in its vocabulary and meaning, language goes on transforming itself through the use it undergoes by succeeding generations and in different regions.

American English represents the most typical example of the fact that language must change. The fast, industrial, and busy life in America and her developing civilization must tell upon all that comes in their way including the language which is the heart of the process. If language due to its rigidity and heaviness presents a block in a nation's march ahead—its growth in industry and human welfare—the block must be negotiated so as to make it supply and pliable for the progressive forces to forge their way ahead. Language must assist progress; as such it should be shaped and reshaped so as to become palatable and convenient for all purposes. People are masters in the process of language, they change with the change of times, and hence the changes that we come across in the use or meaning of words, phrases and their structure. It is interesting to note that all the drill given by English teachers in the American schools has failed, to change to usage of language by the American people who consequently make the same so-called mistakes and yet they do not deem them as mistakes. It is in this way that American English has come into being. A glance over this English indicates simplicity, short-cuts, abbreviations and a practical approach to langüage. Perhaps America's pragmatic philosophy of life does the trick in the matter of language too.

Usage

It is a matter of common experience that certain words in all languages mean a little different to people from their meanings given in the Dictionary. Usage which derives its sanction from a growing civilization goes a long way towards giving a word its meaning which is more apt and meaningful in a given set-up. Rules and structure may demand a certain modesty and surveillance from a language but popular usage demands self-gratification of the users since language is for use and is meant for the users, the latter triumph in determining what a word connotes most accurately.

Grammar is not the master of or the key to a language, as advocated by old grammarians. It only describes the way most people habitually use the language. In no way does it denote what is correct and what is wrong language. Grammar does not say that "owing to" is a preposition; as such it should not be used as a preposition. But most people use such a construction as a preposition and therefore it may be so classified. *On, with, in, to,*—words used to express the relations of a word to another word—are called prepositional words because of their functional use and not because of a decree issued by grammar. "The place I am visiting is where I would meet a friend" is a structure used by most people almost habitually. Still textbooks and grammar would not accept it as correct. It appears that grammars describe the past usage of a language and hence the fact that the current

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usage differs from the one described in grammar.

Place of Grammar

This however, does not mean that grammar has no place in the school. It is indispensable for a language and is extremely useful provided it is taught in a meaningful and practical way. Psychologically the idea comes to our mind before its form; therefore grammatical structure should be incidental to the expression of ideas. Look at a student's composition, and point out his repeated errors in a mild and kindly way and in this way teach grammar incidentally. Teach grammar when the occasion arises and not otherwise *i.e.* when an error or a question arises or a situation demands. Children may be given the opportunity to hear and use correct forms of expression and they will conform to it. Hence the truth of "Good English is a matter of habit." Provide interesting language activities instead of eliminating errors as an end in itself.

It is yet to be seen whether effectiveness in spoken and written expression is due to a knowledge of grammar terms and rules. On the other hand it is known from common experience that practice in using sentence-structures, words, or phrases in one's own sentences does contribute to abilities to write and to speak correctly and freely. Mugging up of rules, discussion of language and repeated drills at best enable the child to wriggle out of the rigmorale of the scholastic process or the examinations. Drill would do some good to the students if it is constructive *i.e.* if the words drilled are synthesized with pupil's experience, if the students are facilitated by the practical use of the drilled words in putting across their ideas. Analysing the sentences of others to learn the use of words or structures though useful is not so productive.

When teaching the rules of sentence construction it would be better to let the students observe and think over the meaning of the words they use instead of looking into the parts of a sentence as classified by grammar. If they are required to complete a sentence, let them read a group of words and see whether the sentence gives to them an impression of being a complete unit or that of being a disjointed and meaningless one, instead of trying to find the noun, verb, the subject and the predicate.

Development of Vocabulary

Similarly the student's experience with and use of the words and not his cramming up of the definitions of words leads to the development of his vocabulary. A learning experience that forms the background of a word adds the word to his working vocabulary. Words similar or related to the words should be then introduced. Thus the students who understand Hamlet's feelings over the death of his father should be introduced to the words that describe the experience. In other words the reading of this experience would make meaningful for them such words as stale, unweeded, heaven, frailty, discourse, dexterity, and incestuous, while a drill or exclusive learning of these words, unrelated to the context, would not be so fruitful.

Composition-writing warrants that there should be something to write about. Teacher should provide some first-hand experiences both rich and varied and clarify the students' needs before asking them to spin out a composition. Again, a good composition depends upon the quality of imitation, which the teacher can further and stimulate by citing good examples and encouraging wider reading.

Improvement in reading is a logical outcome of the will to improve. The teacher should, therefore, impress upon the importance of reading and provide continued instruction in reading.

Motivation and conditioning very much facilitate language development. Meaningful repetition, gratification of individual needs and managing successful performance would hence be the suitable teaching devices.

Distrust and hatred amongst people are generated by a 'misty' communication, 'iron-curtains', 'jamming' broadcasts and the like. Language teaching furthers international understanding.

Specific Aims

In order to let it serve us in all areas of education so as to make us competent and efficient in home life, personal growth, civic responsibility, vocational field and the like, some basic understandings must be taught to all students. This will be done if we as teachers keep before us a few specific, and yet vital, aims of teaching a language. Teachers from their experience in schools can then think of such learning experiences as would, when given to students, help them in achieving those aims.

To enable a person to establish his main contact with others is a grand of teaching languages. A learning experience to realize this aim may be to make students write out a dialogue or conversation round an argument with another person followed by a close analysis of the script to see how the improper choice or use of words or misunderstanding of the language lead to trouble. What were the words or phrases which were vague or had emotional tinge responsible for clouding the issue and confusing the participants, and how, alternative, but more appropriate, words or phrases would lead to interesting and a befiting conversation. Mock parliaments, discussion groups, one-act plays, and other class situations which train the students in dealing with social phenomena gracefully with the help of the language are some other means to achieve the same aim. Let students indulge in the usual activities which involve the use of language—post-dinner talks, debates, involving clash of opinion etc.—let them know how incorrect use of language confounds the forum and let them evolve a way of verbal or written expression of the day-to-day activities. A few years of this practical and motivated experience in the use of language are bound to make the student imbibe some of the semantics of language.

To develop the students' ability to use language for the purposes of discerning and interpreting their personal problems and their interrelationships is another aim of teaching languages. When a student describes an experience in writing or things through the feelings accompanying the experience he gets a real understanding of it. Encourage a boy to pen down a few lines on a hockey match, on air-travelling or an excursion; he will come out with the value he derived from that particular experience. Ask him to build up a short story of his personal problems; he will project his problems in his account which will help him to understand his problems more clearly.

To enable the students to learn the language skills which are essentially required to satisfy their personal and social needs is the third aim that must be looked into by the language teachers. We get the students to write an essay, to correct the given wrong sentences, to change the voice from active to passive or to speak formally for five minutes. Have we ever thought that such activities are rarely called for amongst people's normal activities which involve the use of language ? How many times, if ever, do we in adulthood need to write an essay or to make a formal speech ? Let us, therefore, think of those language activities which would make students more competent, and efficient in their day-to-day lines. Conversation is a very important oral skill which all of us need on frequent occasions. Teachers can help students considerably in learning this skill. They can advise the latter to study literary conversation and grasp the points which make it interesting. Children's literature and some fiction would also be useful in learning the art of conversation. Students may be asked to read a playlet, a film-story or the details of an historical event and prepare a talk about it before the class. Writing letters and brief reports on wide and varied issues is another skill worthy of our attention. Encourage the students to write letters (to their parents), and reports (to be read before the class) on their achievement in some field, seeking or giving information on a subject, event or a device, and narrating the proceedings of a debate, or giving an account of an educational tour. The ability to discuss issues is also an essential skill especially in a democratic social order where public opinion and mutual exchange of thoughts, feelings and actions are paramount. This can be encouraged by providing the child opportunities to criticize issues and matters pertaining to his field of interest, to listen

to or sustain others' points of view with patience and sobriety, to take up the job of preparing his points of discussion and to be able to change his viewpoint when convinced. To speak is another important need training for which must in no case be ignored by the language teacher. Discussing literary characters, principles of grammar and essay-topics would train the child to speak as well as understand and appreciate literature. To collect information from wide and varied sources is another skill. This may be developed by asking the child to consult library books to find an answer to a question, to compile material for an assignment, to meet old students to find out the traditions and activities of the school. Similarly training in collective discussion can be provided by organising activities club, hobbies clubs etc. where pupils can discuss their new ventures, interesting experiences and new books or pictures.

To enable the students to understand the value of the present-day passive agencies of education like the radio and movies is another aim worthy of achievement. It is essentially the language teacher's task to help the student make an intelligent and productive use of the information given out by such agencies.

To develop in the student (i) a will or attitude for independent study of literature, (ii) an ability to appreciate, compare and contrast good literature especially poetry, (iii) precision and fluency in the use of words and phrases, (iv) an insight into the work outside, (v) an ability to consult reference books etc. etc. may be some other aims of teaching languages. Teachers from their own experience can as well think of a multitude of learning experiences which will aid them in the achievement of these aims.

The thoughts and finds of past generations merge into those of the present ones, the experiences of one nation are shared by the other nations at one time, views of great men are given practical shape—all through the use of language. Human personality itself depends a good deal on language development. Perhaps it would not have unfolded itself had there been no language to work through. From the 'birth cry' to his mortal finale man's activity of 'vocalization' remains supreme and all-powerful. From almost unintelligible baby prattle when he babbles in comprehensible jargon, he advances towards a high level of lucid, precise, forceful and effective exposition. This thorny process can be softened and eased by instruction in language.

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SOCIAL EDUCATION FOR WOMEN

HOW MUCH CAN EDUCATION ACCOMPLISH? Will families and communities improve their living if the way to do so is made clear ? Is it possible to bring progress towards better living by merely improving the economic conditions of people ?

Such questions led the educators and thinkers to seek a way through which progress in all fields of life may be coordinated. The only way to achieve this they found was by making education contribute to the goal of better living for all the people. In most cases all progress would be superficial if the educational approach is absent. Education has always proved to be a very important social instrument. It requires deliberate planning.

The activities of Social Education have broadly been classified into (*a*) Imparting knowledge (*b*) Education in community organisation (*c*) Recreational and cultural activities and (*d*) special activities for the betterment of women, children and backward classes.

Educating Women and Children

Activities for women and children form an integral part of Social Education. Owing to lack of facilities and dearth of knowledge about simpler working methods, many aspects of home life are proving to be very laborious and cumbersome. Then there is the problem of illiteracy and ignorance among our women folk.

Habits, customs and precedents play an important role in our lives. Hide-bound tradition, in matters of daily life when they have ceased to have any relevancy in modern conditions, still holds the field. *Pardah*, illiteracy, and ignorance about pre-natal, natal and post-natal care and child development persist as a result.

Sometimes there may be economic obstacles which may hinder wise use or adoption of a new technique. Some of the improved devices like ball-bearing *chakki*, steam-cookers, water heaters, smokeless *chuhlas* and improved spinning wheel are only made use of by people who are well-off. The lowest income groups still go without these facilities as they sometime find that they cannot afford to acquire new habits or follow new methods for lack of economic resources.

Technical Know-how

There are also a number of instances where more technical knowledge is required. In many areas quantities of foodgrains are laid to waste by pests and insects. Technical knowledge about storage and allied methods has to reach every household.

As there is scarcity of improved techniques suited to village homes there is need for more research. There are various aspects of home-life which require to be improved; for example, investigations on the most suitable method of cooking and preservation of food, on clothing, housing, child-care, cottage industries etc., are called for. How to live within the means and strive to increase the amenities of life, how to conserve food values and decrease malnutrition, how to appreciate art and develop self-expression without causing a drain on one's purse and how to adjust to modern conditions in a fast changing world without losing the best in our ancient culture are a few examples among the numerous problems to be studied.

The Worker

The worker must be very sure of the objectives and the programme must be planned very systematically, keeping in view the needs and interests of people, their resources and the technical help available.

Much depends upon the worker who makes his approach to the people. Unfortunately till now a great deal of difficulty has been experienced in finding the right type of women workers. In the first place we have not been able to attract workers with a local background and the people who are imported from outside are not easily able to grasp the realities of local

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problems. Some States are doing well with the appointment of local women. A short term training is given to these women. They are also paid some honorarium for their services.

Much, however, has been attempted in the field of Social Education which has only shown how much more requires our attention. We would be on the right track if we first made our people in the villages aware of the need for the wholesome reform which an effective Social Education programme would bring about. The way for popularising the techniques of improvement through the instrument of social instruction would then be paved.

THE EDUCATION QUARTERLY—Back Numbers

During the last two years *The Education Quarterly* has discussed the following themes :

Year	*Issue*	*Theme*
1958	June	Examination Reform
	September	Language Teaching
	December	Child Education
1959	March	Teacher Training
	June	General Education
	September	Reform of Primary Education
	December	Reform of Secondary Education
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education in the states—rajasthan

With this issue of THE EDUCATION QUARTERLY we are starting a new feature "Education in the States" that would give a detailed account of some specific experiments and special programmes undertaken by our State Governments in the field of education. While our feature "Education Today" will continue to report news about educational activities in the States, this feature is aimed at giving fuller reports about these activities in the form of feature articles covering one or more specific experiments or programmes in the State.

We begin with an account of two such experiments conducted by the Rajasthan Government viz. *the Pilot Project Scheme introduced in* 1958-59 *and the Democratic Decentralisation of Primary Education recently effected in the State.*

—EDITOR

Pilot-Project Scheme

WITH THE ACHIEVEMENT OF INDEPENDENCE and preparation of First and Second Plans for the development of the country, expansion in the field of education has been rapid. This has created some attendant problems. The existing schools are experiencing increased enrolment on the one hand and scanty equipment on the other. As grants have to be given on a wider scale than before, no fresh grants are possible in the case of existing schools. In the interests of education it is considered essential that we give proper attention to such schools and so formulate a plan that all such old schools are well furnished and well looked after by the Heads of Institutions and inspecting officers. With this view a scheme has been worked out for the establishment of a kind of Pilot schools. Each year it is proposed to take up one High School, one girls High School (in each division), 4 primary schools and 2 middle schools in every educational district. These schools will be selected by the Inspectors of Schools or Assistant Director of Education (Women) in consultation with the Head Masters/Head Mistresses subject to the final approval of the Deputy Director. The final selection of Primary and Middle Schools will be made by the Inspector of Schools or the Assistant Director of Women's Education if the institutions are for girls only. The whole idea of establishing such schools is to give concentrated attention to these schools in respect of the fulfilment of the ordinary basic conditions which are considered to be most essential in a normal ordinary type of school. The main aim should be to raise the standard of teaching and to organise co-curricular activities, physical, cultural, literary and such other activities as are vital for the all round development and growth of students. These schools will serve as Pilot schools and to start with, schools at the district headquarters, sub-divisional headquarters and *tehsil* headquarters should be selected as far as possible. It will be the duty of the Inspector, Deputy Inspector and sub-Deputy Inspector of Schools, as the case may be, to inspect such pilot schools at least twice in a year particularly with a view to raising the standard of teaching. The Inspecting Officer will play the role of a disseminator of views and suggestions rather than that of a critic. No doubt, inspections will be thorough and not hurried and scrappy. Their full, frank and free discussions with the teachers will contribute towards the healthy development of Model Schools. The main aim should be to remedy defects and not to detect weakness.

The next inspecting officer *i.e.* Inspector in case of Middle Schools, Deputy Inspector or Dy. Inspectress in the case of Primary schools and Deputy Director in the case of High or Higher Secondary Schools and Assistant Director of Education (Women) in the case of girls High or Higher Secondary Schools shall inspect such schools at least once a year in detail and these officers will closely watch the progress of these schools. Copies of all detailed inspection reports should invariably be sent to the Director

of Education/Deputy Director of Education by name.

The Head Master/Head Mistress will send a quarterly progress report about the institution to his or her immediate officer with a copy to the Deputy Inspector, Inspector and Deputy Director by name. The Deputy Director of the Division will send consolidated reports about his division in the months of December and June every year to the Director by name.

A phased programme for improving and consolidating all the schools will be prepared. However, as an experimental measure for each High School Rs. 4,000 in the first year, Rs. 3,000 in the second year, Rs. 2,000 in the third year and Rs. 1,000 in the fourth year are being allotted for equipment. Similarly for Middle Schools a grant of Rs. 1,000 for equipment is spread over 3 years—first year Rs. 500, second year Rs. 300 and third year Rs. 200. In the case of primary schools the total amount of Rs. 500 for the purchase of equipment, furniture and teaching appliances are being allotted, the distribution being Rs. 250 in the first year, Rs. 150 in the second year and Rs. 100 in the third year. Besides, every effort should be made by the Head Masters and the Inspecting Officers to enthuse local co-operation in the development of the school. People who can afford to donate should be approached for the donation of furniture, equipment, etc. Besides, a number of such other grants such as Library, Science equipment, etc., which are allotted, separately should be utilised for these schools, if they are not very urgently required for other schools. The whole idea is to make concentrated efforts for the development of such schools.

Individual attention should be paid to wards each student and cumulative record should be maintained about individual students on the lines adopted by Higher Secondary Multipurpose Schools. Every effort should be made to introduce the tutorial system in the school. But in case the number of the teachers and the students does not permit the introduction of this system in all the classes, at least an effort should be made to introduce this system in all the classes, and in the highest class of the school and even if it is not possible then at least tutorial classes should be arranged in that subject in which students are generally deficient.

It is expected that examination results in such a school will at least be 90%, 80% and 75% in primary, middle and high or Higher Secondary classes respectively.

The proforma for submission of first report which is a sort of survey report in respect of all the schools to be taken up as Pilot schools is sent to the Head of the institution who should fill up the proforma and send it to his immediate officer in duplicate. In the case of High and Higher Secondary schools one copy of the same should be sent to the Director of Education directly. This proforma will give in brief an idea as to what is expected of the Pilot school.

The whole idea of the scheme in brief, is to give pointed and concentrated attention to the all round development of the school by pooling of resources. As a matter of fact to use the word 'model' is a misnomer, particularly in the context of the paucity of facilities. But let us at least have the satisfaction of making sincere efforts to fulfil the barest needs of the institution and thus taking a step in the right direction.

In order to assess the progress of these institutions placed under Pilot scheme, a team of three persons goes round in each of the divisions and they select one among all the other High schools as the best one. Another team at the State level goes round and select the best one among the five high schools selected by the divisional teams. The Chief Minister of the State has been pleased to award a Shield to the best institution thus declared. This has resulted in building up a very healthy competitive spirit among the various institutions. It is contemplated that from 1960-61 this scheme may be extended to Multipurpose and Higher Secondary Schools also.

Democratic Decentralisation

The community development is the method which seeks to initiate the process of transformation of the social and economic life of the people so that the development of

the area has to be taken up through people's own democratic and co-operative organisations. The Government has to offer help only in regard to technical advice and to some extent helps in the supply of credit. To give effect to this objective, Balwant Rai Metha Committee strongly urged the acceptance of the principle of giving responsibility of development to representatives of the people within a limited sphere in a district and recommended introduction of democratic structure of administration above the village level. Naturally the Government should divest itself of certain duties and responsibility and devolve them on a body which will have the charge of all development work within its jurisdiction. Hence the idea of creating a democratic institution which will look to the local interest and conform to the needs and wishes of the locality. The function of such a body should include the entire general administration and development of the area other than such functions as law and order, administration of justice and certain other functions pertaining to revenue administration.

After examining the existing functions of the *Panchayats*, District Boards and Block Advisory Committees, it was decided that all these bodies should be replaced by a single representative and vigorous democratic institutions to take charge of all aspects of development work in the rural areas. This body should be statutory, elective, comprehensive in its duties and functions, equipped with necessary executive machinery and in a position of adequate resources. It must not be crammed of too much control by the Government or Government agency. (It must have the power to make mistakes and to learn by making errors).

The Government of Rajasthan accepting these points in principle decided that decentralisation be effected at block level. It resulted in abolition of block development committee constitution of *Panchayat Samities* at the block level irrespective of the consideration whether the area is covered by community development programme or not. The areas not covered by blocks were notified as shadow-blocks. It further resulted in the abolition of District Boards and constitution of *Zila Parishads* at the district level.

Necessary legislation to give effect to the decision was introduced in the State Assembly and the *Panchayat Samities* and *Zila Parishad* Act, 1959 came into being. On 2nd October, 1959 the scheme of democratic decentralisation was introduced in a formal way and was inaugurated by the Prime Minister of India at Nagaur in Jodhpur Division of Rajasthan.

The services provided by the *Panchayat Samities* concern almost every aspect of life of the area and cover a wide range of activity. Special attention being devoted to execution of all programmes and development of such as Agriculture, Animal Husbandry, Co-operation, Industry, Public Health and Sanitation, Medical Relief, Primary Schools and adult centres, supply of drinking water and welfare of backward classes, etc.

With the transfer of functions formerly discharged by Government Department, these *Samities* and *Panchayats* were provided with such funds from Government revenue which enable them to carry out these obligations. Besides, the *Panchayat Samities* have been allotted a certain percentage of land revenue and other taxes and also invested with power to levy taxes, to augment its resources for undertaking development activities.

The *Panchayat Samities* consist of the *Sarpanches* of the village *Panchayats* in the area. Its representatives of special interest like scheduled castes, scheduled tribes, women, etc., are taken by co-option and nomination. The *Samities* carry on their day-to-day work by means of Standing Committees constituted for different purposes. The Block Development Officers in block areas and *Tehsildars* in Shadow-blocks work as Chief Executive Officers and are called *Vikas Adhikaries*. These officers are responsible for implementing the resolutions of the *Panchayat Samities* and their Standing Committees along with the team of Extension Officers deputed by various departments. The Technical control over the subject matter remains with the officers of the respective technical departments.

The *Zila Parishads* are constituted at the district level and consist of all the *Pradhans* (Chairmen) of the Samities in the district, M.P.s, M.L.A.s, of the area, the Collector and such other district level officers as are nominated by the Government. This body remains mainly a supervisory and co-ordinating agency and has, therefore, limited functions.

From the education sector the following items were made over to the *Panchayat Samities*:—

1. Primary Schools including schools run for scheduled castes and Scheduled Tribes by the Social Welfare Department.
2. Conversion of Primary Schools into the Basic Pattern.
3. Scholarships and stipends to members of scheduled castes, scheduled tribes and other backward classes.
4. Establishment of information, community and recreation centres.
5. Establishment of Youth organisations.
6. Establishment of rural libraries.
7. Adult Centres.

The Government handed over 11,018 primary schools (10,604 for boys and 414 for girls) to *Panchayat Samities* which are 232 in number. 237 S.D.I.s were given so that their number may be co-terminus with the *Panchayat Samities* plus 5 more in big *Panchayat Samities*. 232 Clerks and 232 Class IV servants were also given, at the rate of two each to the *Panchayat Samities*. The total number of teachers transferred to *Panchayat Samities* on 2nd October, 1959 was 16,643 of whom 15,965 work in boys schools and 678 in girls schools.

No middle and High Schools were given to the *Panchayat Samities* and as a result of this decision 21 middle and 2 Higher Secondary Schools belonging to the District Boards were taken over by the Department.

The Department made over the entire budget for the schools (Plan and Non-Plan) that were transferred to the *Panchayat Samities*. This amount will form the grant-in-aid in perpetuity in the future. It was decided that new schools would be opened according to the Survey Report of 1957 and in 1960-61 1,600 schools will be given to *Panchayat Samities* for opening on cent per cent basis and 205 schools were allotted on 70% grant-in-aid basis so that well-to-do *Panchayat Samities* might get the chance of opening additional schools and reduce the high percentage of illiteracy in the areas.

It was declared that the teachers and other staff transferred to *Panchayat Samities* would have the option of retaining their services in the *Panchayat Samities* or with the department provided they declared their option within 90 days of the enactment of the Act.

As the traditions are being built up, the Inspecting staff has more time, as a result of Democratic Decentralisation to supervise the working and the academic standards of Primary schools intensively. The greatest benefit of the scheme is that more public co-operation is forthcoming in the form of building and material for equipment. The *Panches* and *Sarpanches* have begun to realise their responsibility towards eradicating the evils of illiteracy among the masses, and great awakening is gradually spread over the four corners of the State that Rajasthan has to make long strides towards Universal, Free and Compulsory education. Greater opportunities are available to the villagers who have been afforded the chance of making their own schemes of community development.

Rajasthan has thus launched upon a new experiment of the *Panchayat Raj* and the work has been started in the right spirit.

DOCUMENTARY IN SOCIAL EDUCATION

SOCIAL EDUCATION IN INDIA bears family resemblance to what is known in different countries as Adult Education, Basic Education, Civic Education, Community Education, and also Fundamental Education, the name coined by Unesco.

Unfortunately even workers in the field of Social Education sometimes fail to recognize the true meaning of Social Education. To some it means nothing more than literacy classes, while to others it means a series of talks to a hybrid audiences on *Panchayat Raj*, Cooperative Farming and Malaria with some entertainment and dramatic stuff thrown in to provide some thrill. Of one thing they are, however, sure. Somehow or other Social Education is bound up with the over-all Community Development Programme of the nation. Indeed some think that it is destined to play in this programme the most vital role.

The term *Community Development* has come into international usage to connote the processes by which the efforts of the people themselves are united with those of the governmental authorties in the improvement of the economic, social and cultural conditions of communities, the integration of the communities into the life of the nation, so as to enable them to contribute fully to national progress. Thus understood, Community Development touches at all points of community living; it requires the help of various technical services; education, vocational guidance, cooperatives, handicarfts, and small industries, social welfare services, housing, building, planning and health services. Social Education then is one of the technical services of Community Development. It has a more intimate connection with human life than the other aspects of a community development programme, such as agriculture or handicrafts. Again, the most important contribution of a social education worker lies in more subtle spheres: making happier, wiser men better citizens, and so on. These obviously are not achieved overnight. They call for sustained, long-term effort.

Documentary Can Do It

But, a start should be made forthwith; we cannot wait till all men and women have been made literate and can read and think for themselves. As a Persian adage goes: 'Before the healing balm could be brought from Iraq the snake-bitten would be dead'. An early ready remedy is required. And here is where the newest mass-communication media come to the rescue. For they overcome the barriers of literacy and language and talk straight to the hearts and heads of men through their eyes and ears. And of all these audio-visual aids, the film is undoubtedly the most competent and the most versatile aid. The film alone can bring the alien and the unknown world to the audiences at the street corner with all its immediacy and reality; can bring your city's housing problem to you with dramatic meaningfulness; can catch the labyrinth of life as it really exists; and can reconstruct the drama of ordinary every day life. The type of film that has been employed in the service of social education is called the documentary as distinct from the feature or the story film. Most social education workers have some familiarity with the documentary through the 11-minutes documentaries turned out by the Films Division of the Ministry of Information and Broadcasting, Government of India. What is a documentary ? Briefly, the documentary is a factual film born not in a studio but in a rice field or the coal mine, or the foundry shop, or the farm or the forest, or the hospital where it goes to catch on celluloid real people in real life situations and in their habitat. Like the feature film the documentary has a story to tell but it is not the boy-meet-a-girl theme with a villain thrown in; there are no winsome women making middle-aged athletic heroes fall madly in love with them. Its story is Social with a capital 'S', depicting the adventures of the common man in the Society, of the ordinary housewife; the chivalry of modest lives; the great drama of living together in a community.

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The documentary uses what they call documentary material but it is not a chain of events that would make a newsreel. It selects, it arranges, and it interprets and that calls for art and creativity. Documentary is, as Grierson puts it, the 'creative treatment of actuality'. It interprets creatively and in *social terms* the life of the people as it exists in reality. This also emphasises its social role. For making a documentary we need real artists. A documentary maker may not necessarily be a very good technician but he has to be a very great artist, a thorough philosopher and a comeptent sociologist and by implication a good politician. All political parties today must have a social and economic programme and since the documentary is the film of social analysis it is political too.

Art and Propaganda

The question can be asked: Can Art and Propaganda go well together ? This has somehow been the perennial question of aesthetics. An answer to this question is, fortunately, in the affirmative. Yes, Art and Propaganda can go together, have gone well together in documentary. And this can be said on the authority of John Grierson, Paul Rotha and Basil Wright who have spent their life-time making documentaries for governments and Industry, who gave birth to documentary, made it grow and sent it out on its errands. Yet a documentarist is not a propagandist in the sinister sense of the word. No doubt the making of a documentary involves 'Interpretation' which means seeing from a certain angle but a good documentary never tends to give solutions though sensitive minds may see the solution coming out of it. Documentary presents a problem before the audiences with overwhelming effectiveness so that they are seized of the problem and then it stops. The documentary exposes, exposes mercilessly, but it does not prejudice. To the physical eye it gives the mind's eye but it does not whisper sedition in the ears. It wakes the heart and the will, and leaves it to the political parties to make their own case for leadership. The documentary avoids slogans. It would bring to your gaze slums, bad hospitals, mis-managed schools and if that makes a political party loose in a by-election so much the better. And after all 'illumination and constructive propaganda, are not very different and documentary presents the constructive part of the criticism of our politics and society.

Social Genesis

It is often forgotten that the film medium at its very first beginnings was utilised for science and study after the initial period of wonder and curiosity was over and that its use as a medium of mass-entertainment came much later. In the birth of the documentary movement the film medium assumed its earlier role of being man's teacher instead of being his buffoon. It was the first concious and real attempt to use cinema for purposes more important than mere entertainment. The fact that the documentary film has a social genesis and that it was born out of the womb of the forces which worked to make democracy real is a very significant detail which should never be lost sight of. The documentary is the 'most interesting emanation of social democratic growth over a generation.' The documentary idea was not born as a film idea at all. That it took to the film medium is incidental. The documentary idea was born not in a studio but in a University : the University of Chicago, U.S.A., where Lippmann expounded his new concept of education for a newer order.

The documentary today plays a very vital social and educational role in all advanced countries of the world. In the U.K. the country of the Messiahs of the documentary the Medium has played a significant part and comparative neglect in documentary production in recent years has been mourned as being symptomatic of the sickness of the democratic institutions. So in Europe, America, and the U.S.S.R. the documentary is playing a vital role. In Canada the documentary provides a supplementary system of national education. This is also what should happen in India.

Documentary in India

The documentary in India had an unnatural birth. In the early stages of the Second World War an organization by the

name of the Information Films of India was established by the British Government to assist the war effort by strengthening war propaganda. Most of the IFI films were made with that end in view but there was later a shift of emphasis and documentaries such as *Our Heritage* (1943), and *The Tree of Wealth* (1944) came to be made. These documentaries attempted to acquaint Indians with India and to enable them to inherit Indian traditions and culture and yet they had a war-time bias. The IFI outlived its purpose at the end of hostilities and in 1946 the IFI units were disbanded.

The documentary had, however, come to stay. The new democratic government understood the needs of the country and the potentialities of the film medium and the present Documentary Films of India was established after an interrognum of a year. The new Documentary Films of India sought to bring to the people the policies and plans of this new democratic Republic. It was not mere propaganda but sought to encompass a larger interest, that of interpreting India—past, present and future, to the Indian peoples and to the World outside. The Films Division as this organization is called today produces more than 36 documentaries in a year (in addition to a large number of newsreels) on various subjects of national and international interests and if the various awards won by the Indian documentaries at international festivals are any indication, at its very best, the Indian documentary is capable of achieving excellence.

There has been some legitimate criticism of the Films Division documentaries. Since they are for the unsophisticated rural masses, most of the documentaries use a simple style, too simple sometimes, and the story technique has been used *ad nauseum*. As the Report of the Film Enquiry Committee (1951) puts it "the standard and quality (of Film Division documentaries) require considerable improvement" and they are, at times, "too timid to force the obvious conclusion." Also because they are primarily made to let the public see the various activities and policies of the government departments they "seem to be designed from the point of view of educating the citizen rather than the man." To the extent that this is true our documentaries fail in their social education role.

Yet the record of the Films Division is no doubt impressive both by virtue of the quality of production and the number of releases in a year. The latest descriptive catalogue of the Films Division lists more than 320 documentaries which is a sufficient number for a social education worker to select from.

The following titles picked at random should give an indication of the variety of topics: *Cooperative Farming*, *Winged Scourge*, *Our Cattle Wealth*, *In Defence of Freedom*, *Folk Dances of India*, *Spirit of the Loom*, *Schooling a Sub-Continent*, *Light in the Darkness*, *Milk for the Millions*, *Mission of Peace*, *Feminine Fashions*, *New Lands for Old*, *Our Constitution*, *Portrait of a Policeman*, *The Marked Man*, *Women in White*, *Family Planning*, *Important People*, *Search for Shelter*, *Himalayan Holiday*, *Land of the Brahamputra*, *Lacs from Lac*, *Taming the Sutlej*, *Highways of the Sky*, *Our Flag*, *Maps we Live By*, *Tomorrow is Ours*, *India and the United Nations*, *Money and Banking*, *Romance of Reading*, *Khajuraho*, *Unesco*, *Deserted Woman*, etc. They cover a formidable list of subjects: agriculture, farming, forestry, armed forces, art and culture, cottage industries, handicrafts, education, food and diet, international relations, science, and engineering technology, government and citizenship, health and hygiene, medicine, housing, industry and labour, Five-Year Plans, recreation, rehabilitation, communication, transport, persons, events, sports, games and festivals.

This is a happy situation and fortunately a social education worker in India does not have to start from scratch. Much has been done already but that is not enough. A lot yet demands to be done both in the direction of non-governmental sponsorship of the documentary and in building up wider non-theatrical audiences for the documentary films already being produced by the Films Division.

Documentary and Educationist

The more important thing to do, however, is the adoption of the documentary by the educationist, and especially the social educationist. It must be understood that

the documentary in the end, will have to be, if not wholly, primarily the concern of the educationist. The social education worker should, therefore, play his role in the production of documentary and in the proper utilisation of what film material is already available. This again, presents many difficulties, for instance, the Social Education Workers have to be trained in the use of the documentary which does not mean only projection and screening but use to promote discussion groups in communities and to motivate community action; supply of projection equipment to non-technical groups which in turn is linked up with the question of import and foreign exchange; building up larger and wide-spread channels of distribution, etc.

It will not be out of place here to quote a relevant extract from the Report of the Film Enquiry Committee (1951; para 642) :

> 'In the field of adult education through the film, we feel that the ground covered by the use of mobile vans cannot be extensive and we, therefore, recommend the establishment of open air theatres in rural areas. These should be put up by local authorities to suit the climatic conditions of the place and should be made available for free cinema shows where instructional and information short films are screened for the benefit of the public. The same theatres could be used for the encouragement of local talents in music, dancing and acting'.

It would be well to remember that whereas there are more than 3 million seats inside cinema halls in India there are a hundred times more outside the theatres, in schools, colleges, libraries, factories, offices, camps, clubs, festivals, village community halls. To all these places the documentary can go and meet the people in the service of social education.

It never is a problem, bringing people together to see documentaries. The film has a fascination for everyone and the factual film, experience everywhere has shown, is not a bit less fascinating. People have been found to be interested in documentaries which have sometimes attracted more attention than the story film ? It has also been *often* seen more than once.

The documentary has never failed and wherever it has gone it has attracted people, has held them in thrill, nailed to their seats, has influenced their heads and hearts. Herein lies a great chance and a great challenge. Surely the newer social order that social education workers are striving to bring about in India will be greatly indebted to the documentary and the documentary maker.

Important Announcement

The concessional rate of Re. 1.00 per copy of THE EDUCATION QUARTERLY has been extended for Secondary Schools for the financial year 1960-61 *i.e.* up to the Spring 1961 issue of the journal.

PLACE OF LIBRARY IN A MODERN SCHOOL

As the famous maxim goes—"A true University of these days is a collection of books," library forms the heart of the school. It is a place where those, eager to learn, dig deep into the inexhaustible mines of knowledge. It is the fountain of inspiration and a source of perpetual self-education. It is a place where the wisdom of ages is accumulated and the culture of the world is contained. In the progressive world of today no school is worth the name without a well organized and well equipped library.

'Library' literally means a store-house or collection of books kept in charge of a clerk or any senior teacher of a high school staff. Here its aim is either to supply reference books to the teachers to help and guide them in their teaching or to provide juvenile books of recreation and entertainment to the students. But the significance of the term 'library' is greatly changed in modern times. Today it is something more than a mere collection of books. It is a means of real education to the children in schools. By cultivating the habits of reading books in a well equipped library, the children can be made to increase their knowledge and can be educated in the real sense of the term.

Till now importance was given solely to the reading of text books. This enabled the child to pass examinations. But, it did not have any bearing on the development of the child's mind and personality. In fact the desire and the habit of general reading should be promoted among the students so that even after leaving the school, they may continue to keep contact with libraries and continue to gain knowledge. This is possible only if good books are readily made available. Library today is also regarded as one of the instruments of making learning more effective. Modern progressive methods of teaching can only be implemented with the help of good libraries. The Secondary Education Commission has accordingly made recommendations for the establishment and organization of the most effective library service in every secondary school in India. It clearly mentioned—"Proper use of a well-equipped school library is absolutely essential for the efficient working of every educational institution and for encouraging literary and cultural interests in students, even class libraries and subject libraries should be encouraged". It also recommended that trained librarians, who have love of books and understanding of student's interests, should be provided in all secondary schools. Teachers should be given some training of library work through Training Colleges or Refresher Courses held from time to time. School libraries may, at times, in case of necessity be converted into public libraries so that people at large may take advantage of them. Where there are public libraries, different sections may be allotted to children and adolescents. On the basis of the above recommendations a detailed scheme of the organization and working of libraries has been framed and is sought to be brought into practice in our modern schools.

Importance of Libraries

As is said, "Reading maketh a full man", the importance of books is quite evident. Not only are they the vital sources of acquiring knowledge, but they also act as great friends and companions in times of need. As the great poet Southey has said "My never failing friends are they, with whom I converse day by day". We get pleasure, peace, consolation, strength, courage, ready advice and knowledge from books. Great mines may exhaust, cities may perish and kingdoms may be swept away—even man may weep at his mortal destruction—but the eternal body of thought that lies hidden in the shape of a book will exist for all time. Good books to the young mind are like the warm sun and the refreshing rains to the seeds.

As our aim today is not only to educate the child formally, but also to make him useful and good citizen of the state, libraries are essential. They will improve his mental faculties, inspire his spiritual qualities and thus build and develop the whole personality of the child.

S. Roy, *M.A.*, *Social Worker*, Raipur, (Madhya Pradesh)

Now we come to a 'modern school'. In the good old days the concept of school was quite different from what it is today. At that time instruction was imparted orally and knowledge passed from one generation to another through oral transmission and memorising. There was no need for books. Of course there were great volumes on all branches of knowledge but they were manuscripts and were limited in number. In spite of this, our *Gurus* of old days, proficient as they were, were successfully able to impart instruction to pupils. Also there was very close contact between the teacher and the taught, making the process of education more easy and effective.

With the increase in the number of students, the establishment of schools and the diversification of knowledge, the necessity of books has increased. As a result of these changes, methods of teaching have also changed. The new set-up of education requires greater addition of books and libraries. Now the pupil's source of knowledge is not only the teacher's voice, as was in the case of mass teaching, but books on diversified subjects, giving him knowledge of the wide world and its gradual progress.

Thus the whole atmosphere and working of the modern school has changed. Here efforts are being made to make the child a self-educating unit. Libraries here give light and the pupils have to find out their own way on the path of knowledge. The teacher has to develop his habit of reading and learning and after that his work remains only that of guiding and showing the way where required.

Modern methods of learning such as Project method, Dalton method, etc., require self-study on the part of students. A subject is allotted to students, work is divided among groups of students and after proper guidance they are left in a library or a laboratory to find their own way and get knowledge by themselves. Thus the library occupies an important place in a modern school. In fact a well organized and well equipped library is a pre-requisite for the successful working of a modern school.

Not only from the point of view of students but from the teacher's point of view also a library is indispensible. The teacher cannot be an all-knowing person. He has to continue to learn and study the changing trends of life and its problems and accordingly give instruction to his students. Today the territory of knowledge is widening and to keep pace with it, serious books and journals published in different parts of the world have come to be in great demand. The different branches of knowledge specially in science are making rapid progress in this atomic age. What else but a well stocked library can meet the need ?

The place of library in a modern school cannot thus be ignored. The aims of education, in the fast-moving world of the present day, cannot be realised without well set-up library organizations.

● Of all the inanimate objects, of all man's creations, books are the nearest to us, for they contain our very thoughts, our ambitions, our indignations, our illusions, our fidelity to truth, and our persistent leaning toward error. But most of all they resemble us in their precarious hold on life.

—Joseph Conrad

education today

Enrolment in Primary Schools in 1960-61

About 340 lakhs children are expected to be enrolled in classes I to V of Primary schools in 1960-61 according to the latest figures supplied by various State Governments. The expected enrolment figure is 15 lakhs more than the proposals made in the Second Five-Year Plan for this period and also 13 lakhs more than revised estimate of the Planning Commission. The Working Group of Education had estimated that about 330 lakhs children would be enrolled.

The increase in enrolment owes a great deal to the good work done by backward States like Bihar, Orissa and Rajasthan in the form of enrolment drives. The Government of India have also contributed its share in the matter by increasing the total number of teachers sanctioned under the scheme of relief to educated unemployment from 60,000 to 70,000.

* * *

Special Programmes in Manipur

Special programmes such as fencing school compounds, plantation of green hedge, installation of weather-cocks, rain-gauges and construction of relief maps of India and Manipur in school compounds were undertaken in this Territory this year. In implementing the programmes a novel method has been started, according to which every employee of the Education Directorate and the Secretariat including, officers, clerks and peons, has been allotted two schools each. They are to look after the job of planting green hedge around the school compounds and the proper maintenance of the schools under their care. A great importance has been attached to proper fencing of the compound as it will not only protect the fruit and flower plants from the depredations of cattle but will also lend an aesthetic touch to the institution.

* * *

Extension of Free Education in Punjab

The Punjab Government has decided to extend the concession of free education up to the 8th class in Government institutions all over the State. In 1957 education was made free up to the 5th class in all Government institutions and as most of the Primary institutions were maintained by the Government this concession benefited about 1,17,210 students. This was extended to the 6th Class in 1958 and to the 7th Class in 1959. As a result of this step the State Government will have to forgo a sum of Rs. 20.77 lakhs as revenue during 1960-61.

* * *

Free Education in Manipur

Education in the Union Territory of Manipur has been made free up to class VIII with effect from March, 1960. As a result of this nearly 6,000 students more will be benefited. Education had been made free up to class VI earlier.

* * *

Journal on Basic Education

A journal entitled "Teacher Education" in Manipuri will be published regularly by the Basic Training Institute, Imphal. It will deal mainly with Basic education. The inaugural issue of the journal was brought out in January 1960.

* * *

Primary Education in West Bengal

The State Government deputed two officers of the Education Directorate to study the system of Compulsory Primary Education and Expansion of Teachers' Training Facilities in the Maharashtra and Madras States, in May this year. The aim of such deputation was to study how the States were tackling the administrative problems there and how best West Bengal could derive benefit out of their experiences.

* * *

Science and Geography Seminars in Manipur

Two Seminars—one for Science and the other for Geography—were organised in Manipur in June, 1960 in which 111 science teachers and 115 geography teachers participated. In these Seminars some research work was undertaken by the participants. Natural resources, agricultural products, mineral wealth etc., of the Territory were studied. Some survey work was done in some selected villages.

* * *

Education in A & N Islands

A new school building at Biglapati in Car Nicobar was inaugurated in March this year. One Primary school at Rampur in colonization area has also been started from 1st March, 1960. The Administration has purchased appliances worth Rs. 34,613 for different schools of the Islands.

* * *

English in Maharashtra Schools

English has been re-introduced on an optional basis in Standards V to VII of both Primary and Secondary schools in the old Bombay State area of Maharashtra depending on the local demand and the availability of teachers on the subject. The study of English was up to now compulsory in Standards VIII to X of Secondary schools, but with effect from June, 1960, it is made optional throughout the Secondary school stage *i.e.* Standards V to X, and also continues as an optional subject for the Secondary School Certificate Examination held after Standard XI.

Physical Efficiency Drive in Andaman and Nicobar Islands

A Centre for National Physical Efficiency Drive was opened at Port Blair and tests were held there in March, 1960. The numbers of persons who qualified themselves for One, Two and Three Stars were 113, 54 and 15 respectively.

* * *

Labour and Social Service Camps in Assam

The Assam Government conducted ACC Labour and Social Service Camps on a zonal basis during February-March, 1960. The Camps were held at Patbansi (Barpeta), Chabua (Dibrugarh), Sualkuchi (Gauhati), Gandhibori (Nowgong), Demow (Sibsagar) and Greentilla (Silchar). Social Service activities including construction of fair weather roads, digging of water tanks, demonstration of sanitation and hygiene etc., were undertaken during these Camps.

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Physical Efficiency Tests in Manipur

National Physical Efficiency Tests were organised at four different centres in which 1,339 people participated. The numbers of participants who won Three-Star, Two-Star, and One-Star marks were 138, 200 and 210 respectively.

* * *

Physical Education in West Bengal

Sports Festivals were held in eight districts in rural areas to popularise games and sports amongst the rural people. This was a Centrally sponsored scheme for which Rs. 13,500 were sanctioned.

Physical Efficiency Drive, another Centrally sponsored scheme, was organised in 40 Centres spread all over the State with great enthusiasm. An amount of Rs. 12,000 was sanctioned for it.

* * *

District Science Committees in U.P.

District Science Committees have been formed in 51 districts of Uttar Pradesh. Steps are now being taken to form them in the three newly organized hill districts of the State. Thus by December 1, 1960, agreed upon as the National Science Day by the All India

Council for Secondary Education, there will be as many as 54 Science Committees in the State.

The chief function of these Committees is to organize the State's Students' Scientific Research Competition which, originated in 1949 for yearly talent search in science, has become an annual feature since 1958. The Committees do the preliminary screening and select the students for preparing entries which are judged at the district and regional levels before they appear for final adjudication before the State's Judging Committee. The District Science Committees do the spade work to create a proper climate for developing interest in science.

The Committees have noted with interest the recommendations of the All India Council for Secondary Education to start science clubs in each school .

* * *

Administration of Education Directorate in Kerala

Kerala Government has created the post of a Joint Director of Public Instruction who will be in charge of the work relating to the administration of the Education Department and personnel management. This step will enable the Director to devote better attention to the technical aspect of the Directorate, namely, supervision over the content of education. So far the Director himself has been looking after office administration and personnel work.

* * *

Higher Education in Kerala

The Government of Kerala has created a full time post of a Director of Collegiate Education in the place of a Deputy Director who was so far managing the work relating to this field of education. The Director will be responsible for the management of all Government colleges, including the University College, administration of Sanskrit colleges and music academies and of National Cadet Corps. The creation of the new post is intended to tone up the administration of collegiate education in the State.

* * *

Teachers' Training in West Bengal

West Bengal Government has accorded sanction to the opening of a Teachers' Training Department at the St. Xavier's College, Calcutta with arrangements for the training of 100 students from the ensuing academic session. A non-recurring sum of Rs. 2.87 lakhs for construction work has been granted for the purpose.

* * *

Burdwan University

A new university, the University of Burdwan, was inaugurated in West Bengal on 15th June, 1960. Thirty-one colleges including one Teachers' Training College at Hooghly and one Regional Engineering College at Durgapur will be under the jurisdiction of this University. The University proposes to start post-graduate teaching of a few subjects under Humanities from the next academic session.

* * *

U.P. State Conference of Educational Officers

Educational administrators from all over the State met in a two-day conference at Lucknow to discuss important educational problems during the year in the implementation of various schemes and plans and to devise ways and means to enlist public co-operation for the construction of buildings and implementation of welfare schemes. Other subjects discussed included co-ordination of different departments to promote various aspects of education, developing wholesome relations with the private schools to bring about better condition of work, raising the standard of teaching in various subjects, increasing enrolment in schools, and execution of Five-Year Plan schemes.

* * *

Vice-Chancellors' Conference

Inaugurating the two-day Vice-Chancellors' Conference at Khadakvasala, Poona, Dr. K.L. Shrimali, Union Minister of Education, appealed to the universities to accept the challenge of our time and take bold steps to reorient the educational system which is at present subjected to strong criticism by the press and platform.

Speaking on one of the important items of the agenda of the Conference, namely, the report of the Deshmukh Committee on National Service for Students, Dr. Shrimali said that the Government had accepted its recommendations generally and that an Inter-Ministerial Working Group had been set up to work out the practical details of the scheme. He pointed out some criticism of the Scheme and added that the Government had no intention to hustle through the Scheme, nor had it any ulterior political considerations. The Scheme should be accepted or rejected on its merits; it must be justified on educational grounds and in the context of our national needs and requirements. The Minister said that the Government would be greatly benefited by the discussions of the Vice-Chancellors on this subject.

Dr. Shrimali next referred to the falling standards of education and student indiscipline which were attributed to the poor quality of teachers. The Minister deplored the practice of nepotism in appointing and promoting teachers in universities and added that in institutions where teachers were conscientious and dedicated to their work there would be no problem of discipline. The corporate life in the universities, Dr. Shrimali stated, could thrive only when students respected their teachers and the latter inspired confidence in them by setting high standards of integrity and character. The responsibility of the teachers was all the more greater at this stage when there was a general deterioration of moral standards in public life.

Dr. Shrimali also touched on the question of relationship between the Government and universities, about which there was some controversy recently, and said that if both respected each other and worked for a common purpose of service to society and advancement of human welfare there should be no occasion for conflict between the two.

The Minister also appealed to the members of the Conference to give serious thought to bring about mutual understanding between the universities and the University Grants Commission.

The Conference which concluded on June 16, 1960, made some recommendations on student indiscipline, religious and moral instruction and examination reform. On student indiscipline as it affected the University administration, the Conference recommended that a convention of political parties be called to agree on a concord that they will desist from interference in the affairs of the universities, directly or indirectly, in the interest of the future generations. The Conference also stressed the need for constant contact and association between the teachers on the one hand and the parents and guardians on the other.

The question of instruction in spiritual and moral values was also discussed by the Conference in the context of student indiscipline. It felt that instruction in spiritual and moral values should be introduced at all stages of education. The practicability of such education should be carefully examined before embarking on the project.

As a result of discussions on examinations, the Conference came to the following broad conclusions:—

(1) Examination should be recognised as an important element in the teaching process.

(2) There is need for continual investigation of the operation of the existing system of examinations in Indian universities.

(3) The maintenance of cumulative records which involves a large number of teachers, and the communication of these records to the university will largely guard against abuses.

(4) Each university should set up a special unit to study examination reform in the context of that university.

(5) The University Grants Commission should take steps to plan and initiate reforms and to co-ordinate the work done in this field in the various universities.

* * *

THE FOREIGN SCENE

Bill of Rights for Children the World Over

Children of the 6th grade class of Roger Sherman School, City of New Haven, Connecticut, under the supervision of their teacher Miss Anna R. Maskel, have drawn up "A Bill of Rights for Children the World Over" with the hope that "it would reach the lawmakers of the world and that they would act on it." The "Bill", which aims at global peace, represents the culmination of almost a whole year's study and intensive research by the children on the present-day world problems.

The "Bill" has been divided into three sections: Love, Health and Education. The first section underlines the importance of love for children regardless of creed, colour, sex, nationality or occupation of parents and the need for mutual respect and love on the part of teachers and children for a happy atmosphere in the class-room.

The second section states that children all over the world should have enough food, clothing, shelter and medical facilities and that in view of varying prosperities of nations the "have" nations should share their blessings more generously with the "have-not" nations.

The third section of the Bill points out the advantages of education for better life and emphasises the need for teaching every child how to read and write. Education will include both physical and mental development of the child. This section also advocates freedom of worship, respect for each other's beliefs and equality of rights because no one race is superior to another.

In conclusion, the adults and heads of governments are reminded of their responsibility for the safety of children. "Children never started wars. Adults did, but children suffer most from them."

A copy of the "Bill" was presented by the children to Shri Jawaharlal Nehru, Prime Minister of India, who sent a message of thanks to them.

* * *

Developing Countries and Education †

The Unesco Executive Board, which has just completed its 56th session, made a long study of the state of education in Asia, the Arab States and tropical Africa.

Eager to make a useful contribution to education in these regions, Unesco first undertook surveys in order to define the nature and extent of present-day needs. Early in 1960, it called three important meetings at Karachi, Beirut and Addis Abeba to bring together those responsible for education in most of the countries of these regions. Today, precise data and figures are available to measure both the progress achieved in recent years and the efforts which must still be made.

In Arabic speaking countries, there are now nearly 5,000,000 children in Primary schools. However, the number of school-age children in these countries is estimated at nearly 15,000,000. Still, it should be noted that in 1950 there were only 2,500,000 children at school in these countries. In other words, their number has doubled within a decade. In the same way, Secondary school pupils who then amounted to a little more than 250,000 now number nearly 800,000.

Nevertheless, this progress is far from evenly spread over all countries and all levels. In general, Secondary and vocational education are not very well developed. For every 100 Primary school pupils, there is an average of 16 children in Secondary schools and only two in vocational schools. In addition, the education of girls continues to present a disturbing problem: in Primary schools, only three out of every ten pupils are girls.

As far as Asia is concerned, statistical studies covered the following countries: Afghanistan, Burma, Cambodia, Ceylon, India, Indonesia, Iran, Korea, Laos, Malaya, Nepal, Pakistan, the Philippines, Thailand and Viet Nam.

It has been estimated that, 20 years from now, the population of these countries will reach the figure of 1,100,000,000. But

† From the material made available by Unesco Clearing House, Paris.

the rate of education must not remain stationary. The meeting called by Unesco at Karachi had the precise task of making a synthetic study of national plans designed to give reality to free and compulsory education in this immense region within 20 years. These mean that Primary school systems must be developed to the point where, in 1980, they will be able to absorb 220,000,000 pupils.

The plan calls for 35 pupils per teacher. It also foresees a substantial increase in teachers' salaries, now very insufficient, the construction of adequate school buildings, the manufacture of required school equipment, etc. Average expenditure per child which now amounts to $6 should be increased regularly every five years until it reaches the sum of $20, which represents only one quarter of corresponding expenses in Western countries.

In short, the plan calls for the enrolment of 156,000,000 children; the recruiting of 5,500,000 additional teachers; the building of 5,500,000 classrooms and 4,000,000 houses. The total cost of this programme is estimated at $65,000,000,000—that is, about $3,200,000,000 per year. The Karachi meeting also stressed that, under these conditions, expenditure for education per head of the population, which now amounts to $3.50, would be raised to about $5 in 1980—which represents less than a tenth of corresponding expenses in the West.

The situation is quite similar and, proportionately speaking, requires equally dynamic efforts in the countries of tropical Africa.

This stupendous job will fall upon the shoulders of the countries concerned. Each region plans to take concrete steps in this respect, first calling on national resources. The "20-year plan" presented by the Karachi Conference is one such plan. For tropical Africa, the Addis Abeba meeting stressed on the training of qualified teachers for Primary and Secondary schools. The representatives of Arab States who met at Beirut brought out the need for continuous planning of education in all its forms within the framework of planning for economic and social development. They also took up problems of training teachers.

But it is quite clear that such plans will be unable to succeed quickly—that is, within the coming ten or twenty years—without effective, generous and well-directed international aids.

Unesco proposes to devote relatively large sums to this task which concerns the entire world. Next November, the General Conference will vote on projects in this field which will be presented to it. A budget of $3,000,000—to be financed partially from Unesco's own budget and partially from technical assistance funds is foreseen in order to enable Unesco to meet the needs as far as possible.

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Asia in Australian Education

Australian educators are seeking to find a reasonable balance between the right of Australian children to an understanding of their own cultural inheritance and their need for an understanding of neighbouring countries and peoples.

The main vehicle for teaching about Asian countries in Australian Primary schools is the Social Studies (or History and Geography) programme. These syllabuses, in their studies of other lands, pay a great deal of attention to the way in which various peoples live. The studies may centre around a landmark of significance such as the Great Wall of China, or a vital river such as the Ganges.

Another approach is to study the daily life of a worker in one of a country's major industries, say, the production of tea in Ceylon, rice in China, rubber in Malaya. In every State syllabus some mention is made of India and China.

Music and Art also provide scope for teaching about Asian countries. School magazines and other school reading material also have an Asian content.

In History courses, the earliest references to Asian countries are associated with early European acquaintance and trade with them. The Asian country most commonly studied on these lines is India.

Geography syllabuses frequently include regional studies of Asia. These studies include a wide range of topics connected with the interaction of the physical structure, climate and vegetation of a region with the population, distribution and composition, way of life, primary and secondary industries, trade, transport and government.

India and China are the countries most frequently studied in this way also, followed by Japan, Malaya and Indonesia.

At University level, courses with Asian reference are provided in various disciplines, mainly within Arts Faculties.

Quite a substantial amount of research in physical, biological and social sciences, being undertaken by university staffs of post-graduate students, also has some relation to Asia.

The main centre for undergraduate and graduate study of Asia is the School of Oriental Studies at Canberra University College. Courses in the Chinese, Japanese and Indonesian languages are provided, together with a three-year course in Oriental Civilisation.

Post-graduate Asian studies are undertaken in the Schools of Social Sciences and Pacific Studies at the Australian National University, with which the Canberra University College will shortly be associated.

Adult education courses dealing with Asia are also available to people in Australian cities and occasionally in country areas as well.

Asian languages are taught under Adult Education auspices in three cities: Chinese in Sydney, Japanese in Melbourne and Indonesian in Adelaide.

University extension courses also offer some scope for Asian studies. In particular, the Institute of Modern Languages, conducted by the University of Queensland, offers courses in Chinese, Japanese, Malay and Hindi.

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Education in Pakistan's Second Five-Year Plan

Pakistan expects to spend twice as much money on public educational projects during its Second Five-Year Plan as it did during the First Plan. The increase is from 580 million rupees to 1,220 million rupees *plus* additional expenditures for training and research in agriculture, industry, health, housing etc. The expenditure is based on an exhaustive survey of educational needs conducted by a national commission of experts. The report was recently released to the public, with the Government's endorsement. The report underlines the importance of teachers in the educational system and states in unequivocal terms that the reforms proposed will not succeed unless men and women of the highest abilities are recruited to the teaching profession and are given that status in society which their national importance warrants. Some of the proposals included in the report for official action for the improvement of the material conditions of teachers and their status in society are : encouragement of strong professional organizations of teachers, publication of professional teachers' journals, annual awards for teachers, raising of salaries, provident funds and retirement benefit schemes. The report also states that though some steps can be taken by the Government, public respect for teaching is something which cannot be legislated into existence. It is something which the teacher must win for himself, with assistance of official action.

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Summer Merit Courses for Pupils in Canada

In addition to the regular summer school curriculum, Winnipeg School Board organized, as an experiment, merit courses for gifted pupils during the summer of 1959. Among the courses suggested for inclusion, chemistry laboratory, typing, and French conversation found the greatest favour among the pupils. Only those pupils with exceptional marks in the regular work of the school year were allowed to enrol in these three-week courses which were entirely voluntary and for which no credits were given. The success of the experiment has encouraged the school

authorities to make provision for similar courses in future planning.

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Abolition of Corporal Punishment in Sweden

Special attention is now being paid by Sweden to the question of the treatment of the pupils and their behaviour. Corporal punishment, already abolished in other types of schools, will henceforth also be abolished in Primary schools. Special instruction to help pupils fit into school life may be given to pupils who are badly behaved. Marks for behaviour and neatness will not be entered in the final marks the pupils receive when they leave school.

* * *

Students' Village in United Kingdom

As part of the extension scheme now in progress, a students' village, the first of its kind in Britain, is to be built at Loughborough (Leicestershire) College of Technology. The village will cover more than 20 acres of ground and will be grouped around five courts, to be planted with trees. In the main street there will be a village coffee shop surrounded by a paved area where outdoor snacks can be served, and a newsagent's and a tobacconist's kiosk. At the end of the main street a nine-storey hostel for post-graduate students is to be built, and terrace blocks of two and three storeys will be grouped around the courts. In all there will be residential accommodation for 800 students in the village. Each court will have its own dining hall and common room. In addition to the village, new teaching buildings, including a six-storey science block, are to be built, as well as a students' union building and library, engineering and nuclear energy laboratories, and a workshop engineering block. When the scheme is completed the college will be able to cater for 1,400 students, about 50 per cent more than at present.

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Elementary Education in Yugoslavia

Elementary education (including Lower Secondary) in Yugoslavia is free and compulsory and lasts for eight years. It imparts general education for children between 7 and 15 years. The development of education under this compulsory system during the past few years may be seen from the fact that in 1956-57 there were 2,174,672 pupils in 14,297 schools as against 1,387,523 pupils in 13,872 schools in 1952-53.

The first four years the children are expected to learn History, Geography, Mathematics, Writing (Roman and Cyrillic) and Handwork. After four years they learn Chemistry, Physics, Sciences, Drawing, Music and one foreign language. The schools normally have a small workshop with some electrical and mechanical equipment, carpentry, tools, bookbinding etc. The teaching in the Elementary schools is through the medium of the language of the Republic in which they are situated.

The framework of the curriculum for Elementary schools is laid down by the Federal Council for Education. The Education Committees of the commune or district may, however, add to it according to the needs and conditions prevailing there but always within the prescribed framework which applies uniformly to the whole of Yugoslavia.

The careful reader of a few good newspapers can learn more in a year than most scholars do in their great libraries.

—F. B. Sanborn

book reviews

Universities : Commonwealth and American ; By *Oliver C. Carmichael*; Published by Harper & Brothers Publishers, New York; Pages XX+390; Price $6.00

Dr. Oliver C. Carmichael has made a thorough and comparative study of the Universities in the Commonwealth and in the United States of America, or 'the English Speaking World', as he prefers to call the countries covered in the book, *viz.*, Britain, Canada, Australia, New Zealand, the Union of South Africa, India, Pakistan and the United States of America. Why Ceylon, among the Commonwealth countries, was left out of his purview has not been mentioned. University and Higher education in Ceylon, as in Burma and Malaya, have been no doubt influenced largely by the model of the University of London and of some of the older universities in India.

As a former President of the Carnegie Foundation for the Advancement of Teaching, as Executive Secretary of the Carnegie Corporation, as a Consultant to the Ford Foundation for the Advancement of Education, and on the basis of his experience of 35 years in the field of education, Dr. Carmichael can speak with authority on the problems of Higher education. He has made a study of the varied system of University education in the Commonwealth and the U.S.A. Apart from the intellectual labour he has bestowed on his work, the physical strain undertaken by him of visiting fifty-seven universities, outside the U.S.A., in all the five continents to gather firsthand information of the working of the universities shows his zeal for an understanding of the problem of Higher education. The result has been a lucid but analytical and critical exposition of the prevailing system of University education in the English speaking areas in the two hemispheres and a direction, according to his judgement, of change for the future. Besides the Preface and the Introduction setting forth the objects and nature of study, the book is divided into fourteen chapters dealing with the backgrounds, nature and aims, organisation and administration of University education in the U.S.A., and the Commonwealth. Separate chapters are devoted to students' organisations and services, women's education, professional and technological education, and extramural studies, etc. While describing in some detail the various aspects of University education in vitally separated areas the author has pointed out the characteristic features of the universities in each country. An attempt has been made in all the chapters to compare and contrast the developments in British Universities and their off-springs in the Commonwealth countries and the U.S.A. In the last two chapters, *viz.*, 'Problems and Prospects of Higher Education' and 'Summary and Conclusions', the author seeks to highlight his impressions on fundamental trends and issues of Higher education in the countries covered by his study and suggests certain measures and procedures that might be useful at this stage of University education.

The boldest and perhaps the most ingenious suggestion of the author for the solution to the problems is the proposal for the establishment of a Commonwealth-American Commission on University Education on a five-to-ten-year basis for 'delving deep into the needs of Higher education and serving as a clearing house for information on ways and means of meeting them.' Such a Commission might work with and through the Commonwealth Association and the American Association of Universities in the consideration of plans for the improvement of University education. If Anglo-American cooperation in war time was essential to victory over common

foes and later in the solution of common economic problems, it may, the author argues, serve a useful purpose in the area of University education. While the suggestion is, no doubt, worth consideration, it is perhaps necessary to point out that analogies and parallelisms should not be carried too far. The end of the Second World War is too near to our memory to remind us that the Anglo-American cooperation was reinforced by the cooperation of Russia during the War and that the Commonwealth of today differs fundamentally from the British Empire of the War and pre-War days.

The author has treated the subject on the basis of the continuation of the conflict of the West with Russia. Since the Sputnik appeared, advancement of science and technology has seemed imperative as a matter of national and international security. The ability of the West to prevail in the case of open conflict with Russia would in the opinion of the author, depend upon the strength and the conviction of the western people as well as upon their potential weapon and military skill. The ideas and concepts which are basic to convictions become indispensable equipment in the arsenal of those who would defend western ideals. He, therefore, emphasises the responsibility of the Arts Faculties of Commonwealth and American Universities for providing the equipment.

The idea of emphasising too much "ideals central to western culture" and the tenets of democracy as against those of communism to inculcate in the youth the fundamentals of western concepts and ideals as distinguished from those of communism and to make the institutions of higher learning adjust their curriculum and courses of studies accordingly, may result in a wider gap and provide a greater handicap to the understanding of the East and the West. "Ideals worth fighting for", says he, "are surely worth inculcating." He advocates that it might require the historian to re-orient his thinking; the philosopher might need to reinterpret his Aristotle, Descartes, Hegel and Kant in the light of modern developments including the social and economic changes imposed by scientific and technological advances. While there is no difference of opinion that reorientation of thinking on social and economic problems may vitalize ideas and concepts, all may not agree that the universities and institutions of higher learning whose primary object is to pursue the advancement of knowledge and emancipation of intellect with a view to establishing the truth should be utilised as instruments for propagating any particular cult of practical politics whether it aims at the glorification of 'democracy' or 'communism'.

The book, within its small compass, gives a variety of useful information not merely on the existing educational systems in the Commonwealth and the U.S.A., but also in Russia and certain other countries. It is interesting to note that while the range of University terms vary from 24—36 weeks in Commonwealth and American Universities, the terms in some countries including Russia exceed 40 weeks a year. About one-eighth of the curriculum in the higher technological institutes in Russia is devoted to humanities and social sciences. While in India and Pakistan the proportion of men to women students is about ten to one as against three to one in other Commonwealth countries and two to one in the U.S.A., in Russia the sexes are equally divided in universities and institutions of Higher education, and in medicine 90 per cent of the Russian students are women. Strict selection of students is enforced to maintain and keep up the standard of Higher education in Russia. Of two million students who applied for admission to universities and colleges where vacancies existed for only 420,000 in 1957, entrance examination lasting more than a month were used in the selection of top students. Competitions of this nature not only keep the quality of students high but their motivation as well, lest they should lose their places to others. Such seriousness of purpose has not been visible in the Commonwealth and American countries studied by the author.

In dealing with the problem of financing Higher education the author gives high tribute to the University Grants Committee in Britain which during forty years of its

existence has done exemplary work to put the British Universities above want. Government funds bore 73.6 per cent of the burden of the University education in the United Kingdom in 1954-55. In the same year 72.9 per cent of all students registered in the Universities of Britain received some kind of scholarship or bursary aid. In India and Pakistan, on the other hand, fees for tuition and examinations bear a larger proportion of the cost of Higher education than in other Commonwealth countries. Reference is also made to the activities of the University Grants Commission in India, formally inaugurated by the Prime Minister in December 1953, to assist the Government of India in maintaining and developing high standards in universities and in providing facilities of research and promoting coordination of their work. But the organisation is yet too young for a judgement on its work.

There are three valuable appendices at the end of the book. One of them gives a list of some of the persons interviewed in Commonwealth Universities. There are some mistakes in the writing of Indian names and also in the description of their official designations which perhaps could not be avoided.

SUKUMAR BHATTACHARYA

Teaching in Comprehensive Schools; Published by Cambridge University Press; 1960; pp. 48

This 48-page booklet is the first report issued by the Incorporated Association of Assistant Masters in Secondary Schools of Great Britain. This Association was founded in 1891 and represents over 20,000 Assistant Masters in the Public and other Independent schools, the Direct Grant schools and the Maintained Grammar and other Secondary schools including Comprehensive schools. It is well known that organisations of teachers in Great Britain are very powerful agencies. They command great influence and respect over the Ministry of Education and have a significant share in determining the educational policies of the nation.

This short report, therefore, would be an eye-opener to the Indian reader in general, and to the teacher and educationist in India, in particular. Perhaps due to the pressure of circumstances organizations of teachers in India have devoted their entire energy to all kinds of demands for teachers—more pay, stability of service, better leave rules, regulated hours of work and more amenities for teachers. It is only after Independence that we have realised that organizations of teachers must develop the professional competence of their members. It is only then that the organizations can exert their rightful influence in determining the educational policies of our nation.

Every reader of this excellent report would be delighted at the clarity and confidence with which the assistant master is placing the facts. The report is characteristic of the true British genius of presenting cold facts with all the force of logic without any emotional appeal whatsoever. The picture of Comprehensive schools presented here is objective and unbiased. The Association of Assistant Masters deserves our congratulations for presenting such a sincere, candid and detached point of view.

The report strikes a note of caution in the truly pristine British fashion. The Englishman is known for his conservatism and his cautious approach to change. The Association of Assistant Masters is convinced that it would be most unwise and against the national interest to undertake a hasty and wholesale recasting of Secondary education. The Council of the Association has declared "while accepting the need for experiment with Comprehensive schools, the Council is vigorously opposed to the destruction of well established competent Grammar schools to make way for Comprehensive schools". Mark you, in the face of such sound and solid opposition the Association recognises that "Comprehensive schools are beginning to play an important part in the educational system...and the Association has been actively studying the practical, professional and educational problems arising in such schools."

The imperative need for the present report has been stated precisely on page 7—"What is printed and available says very little about that very important person;

the man who walks into a classroom of the Comprehensive school, takes charge and directs the activity that we call learning. This survey speaks for him." It is remarkable that the views expressed in the report are those of assistant masters who know Comprehensive schools from *the inside*. Verbatim opinions are quoted from individual reports of members of the Association actually teaching in Comprehensive schools. So when you read the report you should forget that you are roaming in the pleasure garden of an educational theorist!

This brief report deals with all aspects of a Comprehensive school and touches on all problems: 1. Recruitment, 2. Internal Selection, 3. Teaching Groups, 4. Internal Transfer, 5. External Examinations , 6. Prestige and Leadership, 7. Standards of Work, 8. Staffing etc.

What are the important findings of the survey ? First, the survey has shown clearly that there is no set pattern of Comprehensive school. Second, these schools are tackling boldly numerous problems—how to organise teaching groups, how to distribute the teaching staff over the widely different groups, how to prevent a school from becoming like a vast factory in which the individual child and the individual teacher feel lost and insignificant, how to get the child into the right group and how to transfer the child from the wrong group, how to cater at the same time for the brilliant child and for the unfortunately retarded child. Mark you, all these problems have a familiar ring ! In some Multipurpose Higher Secondary schools we are struggling with these very problems.

No reader can escape the conclusion that this survey aims at presenting information and impressions; it does not take sides. This truly reflects the most admirable British trait of combining a conservative approach with an open mind. Remember the words (quoted earlier in this review) : "the Council is vigorously opposed to the destruction of well-established , competent Grammar schools to make way for Comprehensive schools." And now read in the concluding paragraph of the report (page 48) ; "The constant and earnest experimentation and adaptation which is a laudable feature of Comprehensive schools as they now are will surely continue and will lead to improved ways of dealing with the problems. It must be recognised that Comprehensive schools have both the vitality and the glowing pains of youth. It would be wrong to pass any final judgment on them." Finally the reader is left wondering at the sweet blending of liberal conservative and pragmatic approaches in these words: "Another objective survey in, say, five years' time may provide slightly different material for a considered opinion. In the meantime, the nation should be grateful that these experiments in the organisation of Secondary education are in such good hands."

G. CHAURASIA

The Anatomy of Judgment by *M. L. Johnson Abercrombie*; Published by Hutchinson of London—Pages 156; Price 25 s. net

This book, as the sub-title reveals, is an investigation into the processes of perception and reasoning—the processes that underlie the structure of scientific judgment. Besides throwing light on the origin and development of scientific judgment it highlights the factors that influence its formation. The ability to make scientific judgment is equated with the ability to make "a decision or conclusion on the basis of indications and probabilities when the facts are not clearly ascertained"—the ability that involves the "process of continually selecting from the information presented, interpreting it with information received in the past, and making predictions about the future."

The book has two distinct parts. The first part, consisting of three chapters, describes briefly but lucidly some important aspects of the relation between the inner and outer worlds. It explains clearly what perception is, and how its selective and interpretative qualities operate. It shows with the help of a number of very appropriate examples and experimental evidences how the information that a person gets from a specified part of the outer world depends on the context or total situation and on his past experience. This past experience, the author rightly adds, is generally organised

into schemata—'persistent, deep rooted and well organised classifications of ways of perceiving, thinking and behaving.' These schemata, we are told, are being continually influenced, tested and modified by the human relationships, in the midst of which the perceptive processes take place. To substantiate what she wants to say, the learned author, as pointed above, cites the studies made by Bartlett, Ames, Kilpatrick, Ittleson and Cantril and supports her contention by quoting experiments made by Bruner and Postman, Brooks, Porter, Metzger, Breughil, Kelley, Lewes and others—the experiments known as the 'Three Chairs,' the 'Three Men', the 'Three Triangles', 'the Distorted Room' and the 'Muller-Lyer Illusion.'

The second part of the book describes the results of the teaching project that the author carried out for medical students over a period of ten years. The author observed, as a teacher of Zoology, that students who came for medical training, in spite of having learned science subjects, did not necessarily use scientific ways of thinking to solve problems presented in a slightly new way. The author presumed that students were not able to make scientific judgments because of certain pre-perceptions and wrong ways of thinking and accepting facts. She wanted to improve this state of affairs and to effect this improvement, she began to teach through free discussion method, to small groups of students, in place of traditional lecture method. This method was devised to help students "to observe, describe, classify and evaluate experimental evidence" *e.g.* radiograph in an objective manner—qualities that develop the ability of making scientific judgment. Her hypothesis was that "discussion method" would provide better opportunities for students to learn to make better judgments because it would make them aware of some of the factors that influence their formation—the factors like perceptions, past experiences and human relationships in which perceptions take place.

Incidentally, the author brings out the limitations of the lecture method as far as the making of scientific judgment is concerned. Students, the author contends rightly, hardly pay attention to the processes of observing and thinking as distinct from the results, when taught by the lecture method. On the other hand, when the discussion technique is used, students can compare not only the results but how the results or conclusions have been arrived at. They see how different factors affect our judgment and how there is a possibility of another's judgment being right.

The teaching project, based on eight discussions, attended by groups of students, each group comprising 12 students, for a number of years, showed that students who attended this course did significantly better than the others in many respects. For example, these students tended to discriminate better between facts and conclusions, to draw fewer false conclusions, to consider more than one solution to a problem and to be less adversely influenced by their experience of a preceding one. They were, thus, more objective and flexible in their behaviour, and therefore, tended to give better scientific judgments. They saw how our judgments were sometimes fallacious because they were being adversely influenced by our present perceptions, or previous experience or mind-sets or patterns of thinking or different interpretations and meanings that we give to the same words. According to students, the discussion method made them think and helped them to express themselves clearly, to understand what people are trying to say—it made them listen to others.

The author does not shut her eyes to some of the difficulties that students experienced in adopting the new method. Some of them were inherent in the very process of readjustment to a new method of teaching—the difficulties caused by "mental resistance". Other difficulties were that discussions were not sufficiently disciplined, that a lot of time was wasted through lack of chairmanship, that people who liked talking, talked and talked and would not allow others to have their say and that the aims were not made clear at a sufficiently early stage.

The book ends with a restatement of the argument in very precise and well chosen words. Form cover to cover, it provides interesting yet thought-provoking and intellectually satisfying reading. The style is marked by lucidity and vigour. The book is amply illustrated with seven plates in black and white and twelve line diagrams, besides numerous examples. It is a 'must' for psychologists who seek new experimental material on "judgment" and for all those who are interested in making bold experiments with teaching methods for adolescents and youth.

B. D. BHATIA

Science in Secondary Schools : Ministry of Education, Pamphlet No. 38; Published by Her Majesty's Stationery Office, London, 1960; pp. vi+164; Price 6s. 0d. net

There are no two opinions regarding the importance of science as a part of education. The scientific knowledge and the ability to reason scientifically must be acquired by all and every effort should be made in this direction. Scientific education has to serve two important purposes; firstly, the training of specialists and secondly, the scientific education of an ordinary citizen to appreciate what science is achieving. It is most essential that an unbiased search after natural knowledge should be based mainly on scientific reasoning. Written by a group of 'Her Majesty's Inspectors' in a very clear and lucid style, the authors define the object of this pamphlet as "to survey the teaching of science in our schools, to analyse the purposes which should inspire it and to suggest practical measures for carrying out those purposes".

The pamphlet is divided into four parts. The first—the history and present position of science teaching in England, comprise three chapters, a hundred years of science teaching, the English tradition of science teaching, and the conditions under which science is taught: changes in the last twenty-five years. The conditions under which science was taught about hundred years back have been briefly described. Results of a survey of a representative sample of 98 modern schools and 54 Grammar schools to find out the conditions under which science was being taught reveal some interesting findings.

The second part deals with the science course for students of eleven to fifteen years age group and comprises five chapters, the development of children and teaching of science, the design of the course, general studies, the simple empirical approach and practical work and demonstrations. It has been brought out that less stress should be laid on abstract thoughts. Both the twin aims of knowledge and training must be kept in view and to achieve these a number of points have been dealt with in detail. The true meaning of the term "simple empirical approach" has been explained with the help of photographs taking three topics for the purpose of illustration.

The third part discusses the course of studies for pupils over the age of fifteen years and separate chapters have been devoted to general considerations, the scientific method and the place of mathematics in it, science for the non-scientist, science for the scientist, science for other pupils, the teaching of biology, the teaching of chemistry and the teaching of physics. It has been stressed that the scientist should be educated as well as trained and that liberal education is essential. It has been suggested that there should not be more than one examination for pupils and that too near or at the end of the course. If each examination became less widespread in its incidence and more closely linked to the needs of the groups of candidates and if elementary examinations aimed more to test the contribution of science towards general education rather than elementary skill useful only at a later stage, the effect on the system as a whole will be most beneficial.

The fourth part deals with some practical considerations in the teaching of science under three heads, the design of laboratories, the teacher of science, and the making and design of apparatus in schools. It is suggested that some of the best students of the research departments of the universities should also become teachers in the true interest of these departments as well.

The pamphlet is usefully provided with six plates of photographs and seven diagrams for illustration. Two appendices, one on laboratory assistance, and the other on list of tools for the science department, have been thoughtfully included together with a well written conclusion giving a quick overall picture of the whole situation. It can safely be hoped that this pamphlet will be well received and should prove very helpful and informative not only to planners of education and teachers of science in Secondary schools but also to all others who have an interest in the subject.

S. P. G.

Practical Handbook of Guidance in Secondary Schools by *S. M. Mohsin*, Director, Bihar State Bureau of Educational and Vocational Guidance; Patna, 1959 ; Price Rs. 1.31

The Mudaliar Commission on Secondary Education visualised that guidance should become an integral part of every school. It is now universally accepted that educational guidance should receive much greater attention than it has done in the past. The secret of good education consists in enabling the students to discover their interests, talents and aptitudes. Guidance involves the difficult art of helping boys and girls to plan their future wisely. In the early part of the 20th century guidance was confined to the vocational field only. Now it has been realised that the objectives of guidance are as broad as those of education itself. The Mudaliar Commission rightly declared that guidance "covers the whole gamut of youth problems and should be provided in an appropriate form at all stages of education through the cooperative behaviour of understanding parents, teachers, headmasters, principals and guidance officers."

In this context it is obvious that we need all the guidance from our experts for providing guidance services in schools and colleges. Mr. Mohsin has rendered a concrete service to the field workers by writing the Handbook. The Handbook presents "concrete, cut-and-trial-and-error approach." There is no dearth of foreign books on guidance and allied subjects. But only an expert in this country can guide us in showing how much of the foreign products are applicable to our situations. Mr. Mohsin has planned the handbook to suit our conditions and the pattern of education that we have accepted.

The author has rightly pointed out that guidance has a very special significance in the context of our national development plans. The success of our Five-Year Plan rests on the planning of our man-power potential. We must make full use of our Secondary schools for the preparation of man-power. Systematic programmes of guidance in our Secondary schools would provide a happy union between the training of our students in the acquirement of knowledge and skill and the national requirements of man-power for achieving the targets of national development plans. Thus the author is convinced that guidance services should occupy a supreme place in the planning of prosperity.

The author points out that there are three major divisions of guidance—Educational, Vocational and Personal. But these divisions are not like watertight compartments. There is no real difference between the problems to which the different types of guidance services are addressed. An individual's problems may appear to arise in this or that particular situation, but a guidance worker must be able to comprehend the intricate inter-relationship of all the problems. This establishes the need for the training of personnel for guidance services. Appendix I of the Handbook gives a brief outline of the training courses conducted by the Bihar State Educational and Vocational Guidance Bureau.

Some readers of the Handbook may be surprised to find that the main body of the book consists of only six chapters in 84 pages whereas the appendix of the Handbook contains twenty items and runs to 85 pages. But this is precisely the purpose of a Handbook. It gives plenty of information about all important aspects of guidance work. One of the problems of our country, in almost all walks of national life, is that there is little exchange of news and views

at the State level. Most readers of this Handbook would be surprised to know that so much is being done in Bihar with regard to guidance work. Another good feature of the Handbook is that it has given all important sources which can supply literature and material useful for guidance work. The Handbook is not only useful for teachers in Secondary schools but also for all training colleges that deal with guidance services.

G. CHAURASIA

Family Planning, Sterility and Population Growth by *Ronald Freedman, Pascal K. Whelpton and Arthur A. Campbell*; Published by McGraw-Hill Book Company; 1959

The Publication under review embodies the results of a study conducted by the authors under the joint auspices of the Scripps Foundation for Research in Population Problems, Miami University and the Survey Research Center at the University of Michigan. The object of the study has been to have a better understanding of the American population trends, and the factors which determine the number of children that married couples have and the time when they have the children.

To that end, information had been obtained about how many children couples want, and to what extent they fail to reach the number they expect either through physical and/or economic disabilities, or exceed the wanted number through unwillingness to adopt family limitation methods or through failure to use them effectively. The authors claim that the results they present are approximation of facts on a *national* scale (p. 1).

The basic data for this national scale report were obtained by interviewing 2,713 young married white women, concerning the past and prospective growth of their families. The interviews covered such topics as births, miscarriages, sterility, methods of avoiding pregnancy and the desired and expected number of children. The authors say (p. 13) that no one had attempted to ask questions about such personal and sensitive topics as miscarriages, sterility, and family limitation practices, in a "scientific" sample survey for the entire U.S.A.; there were doubts regarding willingness of wives to talk with the interviewers, but state that these doubts were completely resolved later. How, it is not stated.

91% (2,713 for the whole of U.S.A.) of the women chosen are stated to have cooperated; the 9% (195 women) remaining were not interviewed; average length of the interview was about 1¼ hours (p. 14); what the women told about their expected future behaviour could not be checked in the same way as their replies to factual questions (p. 15).

The 2,713 wives were selected in such a way as to constitute a "*scientific probability sample*" of approximately 17 million wives (whites) of the nation as in March 1955 (p. 10). The sampling of the women for the interview rested on dividing U.S.A. into 2500 primary sampling units; these units were sorted into 66 strata and these sixty-six sampling units correspond to that of the total population of U.S.A. (p. 444). Maps showing total population distribution and sample units are given on p. 446.

The study was confined to white married women between ages 18 and 39 years (p. 10). Married women residing in military establishments, hospitals, religious and educational institutions, penal institutions, Y.W.C.A. hostels and larger rooming houses were excluded from the study; but single women living in some of these places were included (p. 444).

Only wives were interviewed. Husbands were excluded. The information forming the basis of the book was obtained through the answers provided to some or all of 51 questions, dealing with such topics as fecundity, use of contraception, attitudes towards contraception, number of children already born, expectations about future child-bearing and attitudes. Through a further set of 46 questions information on socio-economic background (*e.g.* religion, education, income, social status etc.), towards family size (p. 431) were sought.

This is the basic methodology, and information on which the book of about 500

printed pages is produced. It is difficult to understand how the information provides facts about U.S.A. on a national scale, as stated by the authors (p. 1).

Normally a book of this kind would not have warranted any serious attention. But it is the respect which the reviewer has for the auspices (the Scripps Foundation) under which the study has been made that has prompted the reviewer to study and enumerate the salient features to the readers. The conclusions (p. 400 *et seq.*) drawn by the authors can at best be said to be speculations instead of valid conclusions based on valid data.

B. K. RAO

Earth Science—the World We Live In by *Samuel N. Namowitz* and *Donald B. Stone*; Published by D. Van Nostrand Co., Inc., U.S.A., 1960; pp. 614

'Earth Science' often called the physiography or physical geography, deals with the surface features of the earth. In a broader sense it includes the study of land forms, the oceans, the atmosphere and the earth in space. Evidently the subject embodies several branches of science such as astronomy, mineralogy, geology, oceanography, meteorology, climatology and many divisions of geography. The present book is a comprehensive treatment of the 'Earth Science' incorporating the results of the most recent research covered by the International Geophysical Year.

The book is divided into six units under each of which are included several chapters. At the end of each chapter there is a series of topic questions in which the student is asked to explain in his own words the principal points discussed in each chapter. To make the book a better instrument of teaching and learning, a second colour has been introduced throughout the text.

The first unit on 'Earth and Land Forms' deals with the study of minerals and rocks, water, wind, earthquake, volcanoes and floods. Over 180 important minerals are shown in an eight-page four-colour chart. A very useful chapter on reading topographic maps has been added to provide an understanding of this tool so essential for an earth scientist. The second unit on 'Earth and History' describes the story of the earth and the life that developed on it in four chapters. The third unit on 'The Earth and the Universe' concerns with the story of stars and galaxies, the solar system, the satellites, space travel, the motion of the earth, location and keeping time. Unit IV on 'Earth and its Atmosphere' deals with the meteorology and covers studies on weather elements like temperature, pressure, wind, humidity, cloudiness and rainfall. Unit V on 'Earth and its Oceans' describes in brief, essentials of oceanography. The last unit on 'Earth and its Climates' concerns with the study of climatology and describes the factors such as temperature, moisture, winds, frost, the storm and the snow-fall. The principal climatic regions of the world are also discussed in the last chapter of this unit. The book also contains a useful glossary of about 600 terms often encountered in Earth Science and the Appendix gives a list of important minerals and their major physical properties such as hardness, specific gravity, colour and lustre.

A course on relevant portions of Physics and Chemistry seems indispensable for an appreciation of the subject of Earth Science in all its aspects. Inclusion of separate chapters on the essentials of Physics and Chemistry would further enhance the value of the book. It would perhaps be more logical for the development of the subject to have the topic on 'Earth and its History' as the first unit. On page 9, fig. 2-1, the cross section of the earth from the surface indicates a layer of M-discontinuity, the full description of which has not been mentioned in the text. In the chapter on 'Minerals and the Rocks' mention ought to have been made on the well known theory that the outer core of the interior of the earth consists of material not much different from that of the mantle transformed under prevailing high pressures. In the Appendix on minerals it would seem more useful to have the chemical formulae of the minerals.

This is indeed a very useful book on the subject for school students and will also be a valuable addition to any library as it con-

tains a wealth of information on varied topics of interest to a general reader.

V.S. RAMACHANDRAN

Giants Cast Long Shadows by *Sir Robert Bruce; Lockhart*; Published by Putnam, 42, Great Russel Street, London; 1960; 21 sh. net; pp. 253

Giants Cast Long Shadows is a fascinating personal memoir of the author who is an eminent diplomat, writer and angler. Wielding a facile and felicitous pen the author brings into focus life in England, Scotland and Europe since the turn of the twentieth century. He does this through illuminating pen portraits of leading politicians like Lenin, Clemenceau, Lloyd George and Churchill; of western diplomats like Vansittart, Harold Nicolson and George Kennan; of men of letters like John Bennett-Wheeler, Howard Spring and W. E. Johns; of sportsmen like K.G. Macleod and Charnock brothers and anglers like Mrs. J. L. Wood. Several other celebrities like Anthony Eden, Aneurin Bevan, Richard Crossman, Benes, Masaryk etc. flit across the pages.

Sir Robert Bruce Lockhart gives a lacerating account of Nazi torture of the Czech leaders, Benes and Samal and of the tragic disillusionment and death of the Polish patriot, Stefan Ritauer. He also takes us through the interesting life of William Alister Macdonald who gave up everything in order to paint and who, in his yearning for blue skies, sunshine and colour, left Scotland at the late age of 93 and settled down in a little house at Pao Pao in South Sea Islands and became famous as Scottish Louguin. The last few pages of this book are replete with the author's love for the Scottish highlands and his favourite pastime of angling.

Sir Bruce Lockhart says that of all Europeans, the Scot, particularly the Highlander is a great traveller. Who can deny this observation after strolling with Sir Bruce Lockhart in his reminiscences on his extensive travels with their exhilarating experiences as reflected in this entrancing book ? In *Giants Cast Long Shadows*, the author throws a luminous light on some of the great men and events shaping human destinies.

C.K.

साहित्य और कला: लेखक—भगवत शरण उपाध्याय; प्रकाशक–आत्माराम एण्ड सन्ज़ दिल्ली; पृष्ठ संख्या २०३; १९६० ।

साहित्य और कला संस्कृति के स्तम्भ हैं। आलोचना के क्षेत्र में हिन्दी में इन विषयों पर बहुत कुछ लिखा जा चुका है। किन्तु कला एवं साहित्य मानव मन की मूलभूत स्थायी भावों पर आधारित हैं। अतः इनकी विवेचना कभी भी 'अधिक्' नहीं मानी जा सकती। अनेक प्रकार के दृष्टिकोणों से साहित्य एवं कला का मूल्यांकन हुआ है। श्री श्याम सुन्दर दास एवं शुक्ल जी से लेकर डा० रामविलास तक शास्त्रीय, वैयक्तिक मनोवैज्ञानिक आदि पद्धतियों का उपयोग होता रहा है किन्तु कला एवं साहित्य की विभिन्न धाराओं को ऐतिहासिक पृष्ठ भूमि पर रख कर समझने का प्रयास कुछ ही आलोचकों ने किया है जिनमें हजारी प्रसाद द्विवेदा अग्रणी हैं। प्रस्तुत पुस्तक भी इसी दिशा में एक महत्वपूर्ण प्रयास है। श्री भगवत शरण उपाध्याय प्रसिद्ध इतिहासकार, पुरातत्ववेत्ता एवं कलामर्मज्ञ हैं। इनकी लेखनी से ऐतिहासिक दृष्टिकोण को प्रधानता मिलनी ही चाहिये। आलोचना के क्षेत्र में इस दृष्टिकोण के औचित्य-अनौचित्य का प्रश्न उठ सकता है। मृतिकार मूर्ति के माध्यम से हृदयगत भावों की अभिव्यक्ति करता है और साहित्यकार साहित्य के माध्यम से। अभिव्यक्ति के माध्यम अलग-अलग हैं, किन्तु उनके मूल में भावनायें ही हैं। इन भावनाओं पर सम-सामयिक ऐतिहासिक स्थिति एवं प्रवृतियों का प्रभाव ही नहीं होता वरन् कभी-कभी ये सीधे ऐतिहासिक प्रवृत्तियों की उपज होती हैं।

अतः इस दृष्टिकोण से लिखी गई प्रत्येक आलोचना पुस्तक का हिन्दी जगत में उचित समादर होना चाहिए। उपाध्याय जी इसके लिये धन्यवाद के पात्र हैं।

प्रस्तुत पुस्तक में २७ निबन्ध हैं——इक्कीस साहित्य-विषयक एवं छः कला विषयक। साहित्य विषयक निबन्धों में लेखक ने बहुत बड़ी परिधि बनाने का प्रयास किया है इससे यह लाभ तो अवश्य होता है कि आधुनिक नाटककार, कवि एवं कथाकार के सम्मुख उपस्थित समस्याओं का ही परिचय नहीं मिलता प्रत्युत हिन्दी साहित्य में उठ रहे आधुनिक आन्दोलनों का भी परिचय मिलता है। इतना ही नहीं अक्कद, मिश्र, डेनमार्क

और नारवे के साहित्य पर अलग-अलग निबन्ध हैं। भारतीय शोध एवं यूनान के देवी-देवता पर भी निबन्ध हैं।

कला विषयक निबन्ध भी विभिन्न प्रकार के हैं। दो निबन्ध 'जनरल' हैं, दो चित्रकार एवं मूर्तिकार की आधुनिक समस्याओं पर हैं। बाकी के दो में से एक आधुनिक चित्रकला पर दूसरा प्राचीन वस्तु कला पर। इस विशाल पट्ट को देख कर लेखक की बहुमुखी प्रतिभा का परिचय तो मिलता है, किन्तु पुस्तक क निबन्धों में कोई तारतम्य नहीं दिखाई पड़ता तथा निबन्धों के विषयों के चुनाव के प्रति लेखक के दृष्टिकोण के बारे में भी कुछ ज्ञात नहीं होता। अच्छा होता यदि लेखक साहित्य एवं कला का इतिहास, विभिन्न वाद, आन्दोलन, साहित्यकारों एवं कलाकारों की समस्यायें, अन्य देशों के साहित्य से भारतीय साहित्य की तुलना आदि कोई एक विषय लेकर उसके सभी रूपों की गम्भीर विवेचना करता।

प्रस्तुत पुस्तक की शैली अत्यन्त ओजपूर्ण एवं प्रवाहमय है। कहीं-कहीं नाटकीयता एवं भाषण की गन्ध आती है, किन्तु पाठक की रुचि निरन्तर बनी रहती है। 'आधुनिक' चित्रकला पर लिखा गया अन्तिम निबन्ध सर्वोत्तम है। पुस्तक की छपाई स्वच्छ एवं 'गेट अप' साधारण है।

D. K.

यौन मनोविज्ञान : मूल लेखक — हैवलॉक एलिस; अनुवादक—मन्मथनाथ गुप्त; प्रकाशक–राजपाल एन्ड सन्ज़; मूल्य–आठ रुपए।

इधर हिन्दी में मनोविज्ञान और यौन-विज्ञान सम्बन्धी अनेक प्रसिद्ध और प्रमाणिक ग्रन्थों का हिन्दी में अनुवाद किया गया है। राजपाल एन्ड संन्ज़ फ्रॉयड के युगान्तरकारी ग्रंथ "साइको-एनालिसिस" का हिन्दी अनुवाद प्रकाशित कर चुके हैं। प्रस्तुत ग्रन्थ इस क्षेत्र में हिन्दी पाठकों को उनकी दूसरी देन है।

यौन-मनोविज्ञान के अधिकारी विद्वान् हैवलॉक एलिस ने "स्टडीज़ इन साइकोलोजी आफ सेक्स" के नाम से सात खन्डों का एक वृहद् ग्रन्थ लिखा था। लोगों के जोर देने पर उन्होंने उसकी भूमिका के तौर पर एक छोटा ग्रन्थ "साइकोलोजी आफ सेक्स" के नाम से लिखा। उन्होंने स्वयं अपनी भूमिका में लिखा है कि "मैं इस बात की सफ़ाई नहीं देना चाहता कि पुस्तक संक्षिप्त होने के साथ सरल है। इस रूप में यह चिकित्साशास्त्र के पाठकों और छात्रों तक अच्छी तरह पहुंच सकती है, जिनके लिए यह पुस्तक मुख्यत: लिखी गई है। पर कुछ ऐसी मोटी बातें हैं जिनका ज्ञान सब को होना चाहिए।" मूल लेखक ने ही यह कहा है कि पुस्तक विशेषत: चिकित्साशास्त्र के विद्यार्थियों के लिए है और इस कारण आम पाठकों के लिए सुबोध्य होने का दावा उन्होंने नहीं किया है। फिर अनुवाद के सरल और सुबोध होने की अपेक्षा करना ठीक नहीं है।

इसमें सन्देह नहीं कि अनुवादक का काम सरल नहीं था। उनके सामने वही कठिनाइयां थीं जो किसी भी बुनियादी काम करने वालों के आगे आती हैं।

हिन्दी के लिये नया विषय होने के कारण नए शब्दों की खोज वास्तव में बहुत कठिन है। किसी विशेष विषय से सम्बन्धित नई शब्दावली को समझना साधारण पाठक के लिए कठिन है, खास तौर से यदि मूल अंग्रेजी शब्दों से उसका परिचय न हो।

अनुवादक को केवल भाषा पर ही अधिकार नहीं है, बल्कि, उन्होंने स्वयं इस विषय का अच्छा अध्ययन किया है। वैज्ञानिक और टेकनीकल पुस्तकों के अनुवादकों के आम दोष —यानी कथ्य को ग्रहण किए बिना ही कथन का अक्षरश: अनुवाद कर डालना —से वर्तमान अनुवादक प्राय: मुक्त हैं। हिन्दी के लिए यह विषय सर्वथा नवीन है। इस कारण यह स्वाभाविक है कि हर एक अनुवादक या लखक अपनी ही शब्दावली का प्रयोग करे। पूर्व अनुवादित कुछ पुस्तकों में "मेसाकिस्ट" के लिए "पीड़ित-तोष" और "सेडिस्ट" के लिए "पीड़क-तोष" का प्रयोग किया गया है। श्री मन्मथनाथ गुप्त ने "मेसॉकिज़्म" के लिए "मासोकवाद" और "सेडिज़्म" के लिए "सादवाद" लिखा है। इसी प्रकार उन्होंने "लिबिडो" (libido) के लिए लिखा है "जिजीविषा।" यदि कोई पाठक इस शब्द का अर्थ शब्द कोष में ढूंढे तो उसका अर्थ मिलेगा "जीने की इच्छा"। केवल शब्दकोष की सहायता से यह नहीं

समझा जा सकता कि इस प्रसंग में यह शब्द क्या अर्थ रखता है। यह वही समझ सकता है जिसे "libido" का अर्थ मालूम हो। यों तो नए शब्दों का कोष पुस्तक के अन्त में दे दिया गया है, पर पाठक को अधिक सुविधा होती यदि हिन्दी के नए शब्दों के साथ ही साथ प्रचलित अंग्रेजी मूल भी दे दिए गए होते।

अनुवादक ने अपनी ओर से पुस्तक को भरसक "सहजबोध्य" बनाने का प्रयास किया है; पर विषय की दुरुहता और पर्यायों की कठिनता के कारण कहीं-कहीं वाक्य रचना बहुत पेंचदार हो गई है। अनुवादक इस कठिनाई से विज्ञ हैं। उन्होंने स्वयं अपनी भूमिका में कहा है कि "पुस्तक बहुत ही वैज्ञानिक है, इसलिए इसके अनुवाद में काफी दिक्कत आई है।" अभी वह समय नहीं आया है जब सेक्स-मनोविज्ञान के छात्रों के लिए हिन्दी के माध्यम से ही इस विषय का अध्ययन करना आवश्यक हो। पर इससे अनुवाद की उपयोगिता कम नहीं होती। जब ऐसा समय आएगा तब निःसन्देह इस अनुवाद का मूल्य समझा जा सकेगा।

पुस्तक की सज्जा और छपाई सुन्दर है।

मोहिनी राव

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The Indian Journal of Educational Administration and Research

The Ministry of Education, Government of India, has started this journal recently. It is published quarterly and presents information and contemporary articles of opinion on educational administration and research. It also provides light and interesting material on the subject.

The inaugural (Summer 1960) issue is out. Enquiries may be addressed to :

The Editor,
Indian Journal of Educational Administration and Research,
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Ministry of Education, Government of India,
NEW DELHI

OUR NEXT ISSUE

The Winter 1960 Issue of THE EDUCATION QUARTERLY will be a Special Plan Number devoted to a discussion of educational planning in India. It will have articles by prominent educationists on the progress of education under the first two Plans and the proposals, targets, priorities and schemes of education in the Third Five-Year Plan. Besides, there will be a symposium on "Education in the Third Plan".